College of Aerospace, Computing, Engineering, and Design

Departmental Guidelines forFaculty Evaluation

Department of Industrial Design

Academic Year 2024-2025

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College of Aerospace, Computing, Engineering, and Design Mission Statement

MISSION: Through state-of-the-art teaching and research, the College of Aerospace, Computing, Engineering, and Design prepares diverse students with advanced expertise and knowledge in their discipline, for the pursuit of post-graduate degrees and lifelong learning and to be leaders in innovation and problem-solving in their chosen professions. The college engages with industry partners to meet the technological needs of the state and region and to provide students with meaningful hands-on experience in the field.

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

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

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

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

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

Student Success and Completion: Facilitate student success by creating an educational communityin which students flourish.

Diversity and Inclusivity: We embrace and respect the diversity of individuals and ideas.

Collaboration: We pursue collaborative partnerships between internal and external partners to impact and promote life-long learning, service, and community engagement. Further, we engage ininterprofessional collaboration to best serve the needs of students, sectors, and communities. We work in unity.

Academic excellence and innovation: Committed to providing meaningful learning experiences through quality educational and training experiences, including exploration of new practices andissues to enhance and enrich learning.

Department of Industrial Design Mission Statement

The Department of Industrial Design supports the mission of the University by providing a high-quality experiential learning environment to produce graduates who are critical thinkers and innovative problem solvers with a refined sense of aesthetics, technology, and culture.
The department collaborates with the professional community to augment the development of skills, knowledge and dispositions that enable graduates to immediately function as entry- level professional industrial designers.
The department goals to fulfill the mission are:

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

Departmental Guidelines forFaculty Evaluation for Retention, Tenure, and Promotion to:

Associate Professor
Promotion to Professor
Post-Tenure Review

Departmental Guidelines for Faculty Evaluation Retention, Tenure, and Promotion toAssociate Professor, Promotion to Professor, and Post-Tenure Review

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

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

The College of Aerospace, Computing, Engineering, and Design is committed to a holistic view of the faculty member in terms of evaluating his/her performance as part of the big picture of the work and accomplishmentsin all three areas over the review period. In all levels of review, 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 ELIGIBLEFOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR, PROMOTION TO PROFESSOR, AND POST-TENURE REVIEW

Teaching

The College of Aerospace, Computing, Engineering, and Design values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Earning tenure requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching.

Teaching is the act of creating and maintaining an environment which enhances the opportunitiesfor student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
From the latest edition of the *Faculty Employment Handbook*:

> *Teaching is a complex and reflective human activity that, in the higher education context, isoffered 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 orthat 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 audiencesfor 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 ofmind 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 teacherto 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 forstudent 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 teacherscommunicate information clearly, create environments conducive to learning,and use an appropriate variety of teaching methods.*

4) ***Instructional Assessment:*** *To evaluate the mastery and other accomplishmentsof 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 degrees which includes advising students to facilitate graduation and entry into professional practice. Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate scheduleto facilitate graduation), and answers to questions relating to a discipline.*

FACULTY SHALL DEMONSTRATE EXCELLENCE IN TEACHING BY MEETING THE FOLLOWING TEACHINGCRITERIA
Additional criteria for Retention, Tenure and Promotion to Associate Professor Departmental Guidelines for Faculty Evaluation in the Department of Industrial Design can be found in AppendixB, C, and D.

1. Content Expertise	• Updating courses taught and staying current in informationpresented 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 and student learning outcomes.
	• Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI'swill be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.
	• Additional (peer or student) evaluations (including formativepeer evaluations) may be required by the department.
4. Instructional Assessment	• Actively participates in effective evaluation of individual students, individual courses, and program, including yearlyassessment reports, program review, and, if a program is accredited, accreditation.
5. Advising	• Faculty are expected to meet with students in ways that meetstudent needs, by phone, via email, in office, or virtually, a minimum of five hours per week or additional hours as neededand other requirements for advising. This must include clear instruction on how to make appointments.
	• Uses University wide digital systems for advising. • Faculty office hours must be posted in the syllabus for allcourses.

Scholarly Activities

The College of Aerospace, Computing, Engineering, and Design values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. Appendix B, C, and D may include discipline-defined "peers."

We support a broad definition of scholarship which includes the scholarship of teaching and learning,and the scholarship of application as defined in the Boyer model for scholarship. From the latest edition of the *Faculty Employment Handbook*,

> *Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation,solve problems, or explore enduring puzzles.*
>
> *Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learningand effective teaching.*
>
> *Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or criticalreflection by a wider community, including corporations or non-profit organizations, forexample.*
>
> *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; continuededucation 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 FOLLOWINGSCHOLARLY ACTIVITY CRITERIA

Review Level	Scholarship
Tenure and Promotion to Associate Professor Required: 4 peer-reviewed works with a minimum of one from Category 1 and onefrom Category 2	Acceptable works include those listed inCategory 1 and Category 2 In addition to 4 peer-reviewed works, faculty are required to engage in advanced study/conference/workshop attendance to stay current in the field orlearn new information/skills
Promotion to Professor Required: 5 peer-reviewed works with a minimum of one from Category 1 and onefrom Category 2	Acceptable works include those listed inCategory 1 and Category 2 In addition to 5 peer-reviewed works, faculty are required to engage in advanced study/conference/workshop attendance to stay current in the field orlearn new information/skills
Post Tenure Review Required: 2 peer-reviewed works	Acceptable works include anything fromCategory 1 or Category 2 below In addition to 2 peer-reviewed works, faculty are required to engage in advanced study/conference/workshop attendance to stay current in the field orlearn new information/skills

Additional criteria for Retention, Tenure, Promotion to Associate Professor, and PTR specific to your department can be found in Appendix B, C, and D.

Category 1 – Scholarly journal publication/book publication/exhibition of creative work in a juriedshow/receipt of a sizeable competitive grant:

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

Category 2 – Refereed or Invited Presentation

- A refereed or invited presentation of the faculty member's original work in a professionally and/or scholarly recognized meeting/conference. Exceptions: if the faculty member has published or has in publication a scholarly book or textbook, during the review period, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or peer reviewed conference proceeding or exhibition of creative work(s) in a juried show or presentationof creative works in an adjudicated or auditioned performance may be substituted in a one-to- one ratio for presentations.

In addition to juried scholarly work as described above, faculty are required to:

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

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

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

Glossary

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

http://dictionary.reference.com/

Service

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

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

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

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA:
Additional criteria for Retention, Tenure and Promotion to Associate Professor, Promotion to Professor,or Post Tenure Review can be found in Appendix B, C, and D.

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

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

Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, accreditation, and activities supporting diversity/ inclusioninitiatives for the College of Aerospace, Computing, Engineering, and Design and the University. All should be related tothe goals of the University, College, Department, Profession or provide related expertise to the community.

Departmental Guidelines for Faculty Evaluation for

Non-Tenure Track Faculty Eligible for Reappointment, Multi-Year Contract, or Promotion to Senior Lecturer

Non-Tenure Track Departmental Guidelines for Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer

The following guidelines apply to Non-Tenure Track faculty and incorporate changes to the latest edition ofthe *Faculty Employment Handbook*.

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

The College of Aerospace, Computing, Engineering, and Design is committed to a holistic view of Non-Tenure Track faculty in terms of evaluating his/her performance as part of the big picture of the work and accomplishments of effective teaching. If applicable, Non-Tenure Track faculty shall demonstrate proficiency in the two otherevaluation areas based on the guidelines.

Teaching

The College of Aerospace, Computing, Engineering, and Design values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful reappointment, multi-year contract, or promotion requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching.

Teaching is the act of creating and maintaining an environment which enhances the opportunitiesfor student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
From the latest edition of the *Faculty Employment Handbook*:

> *Teaching is a complex and reflective human activity that, in the higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience whoshare 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 andvivid 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 audiencesfor 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 ofmind 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 mostimportant 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 studentlearning. 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, createenvironments 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, ensurefairness in student evaluation and grading, and provide constructive feedback on studentwork.*

5) ***Advising in and Beyond the Classroom:** To provide guidance for students as they pursue undergraduate degrees which includes advising students to facilitate graduation and entryinto professional practice. Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on anappropriate schedule to facilitate graduation), and answers to questions relating to a discipline.*

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

Additional criteria for Non-Tenure Track Departmental Guidelines for Faculty Evaluation for reappointment,multi-year contract, or promotion to Senior Lecturer can be found in Appendix E.

Content Expertise	• Updating courses taught and staying current in informationpresented in classes.
Instructional Design	• Involved in curriculum development and maintenance.
Instructional Delivery	• Demonstrates appropriate and effective use of class deliveryto achieve course objectives.
	• Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI'swill be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.
	• Additional (peer or student) evaluations (including formativepeer evaluations) may be required by the department.
Instructional Assessment	• Actively participates in effective evaluation of individual students, individual courses, and program, including yearlyassessment reports, program review, and, if a program is accredited, accreditation.
Advising	• Faculty are expected to meet with students in ways that meetstudent needs, by phone, via email, in office, or virtually, a minimum of five hours per week or additional hours as neededand other requirements for advising. This must include clear instruction on how to make appointments.
	• Uses University wide digital systems for advising. • Faculty office hours must be posted in the syllabus for allcourses.

Reduced Teaching Load Agreements

Additional criteria for Non-Tenure Track Departmental Guidelines for Faculty Evaluation for reappointment,multi-year contract, or promotion to Senior Lecturer can be found in Appendix E.

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

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

Portfolio Development

Additional criteria for Non-Tenure Track Departmental Guidelines for Faculty Evaluation for reappointment,multi-year contract, or promotion to Senior Lecturer can be found in Appendix E.

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

> *Any Non-Tenure Track faculty member who wishes to be reappointed will undergo a review bysubmitting a Portfolio to the Department Chair. Portfolios will include the following:*
>
> a) *Narrative*
> i. *Is a statement of up to two-pages describing how the faculty member has metexpectations for assigned duties/responsibilities;*
> ii. *Presents a reflective self-assessment, highlights accomplishments, and indicatesplans for the future.*
> iii. *Presents one's best case to disciplinary colleagues and administrative levels of review; and (iv) Indicates in the first paragraph if candidate is seeking promotionto Senior Lecturer or a Multi-Year Contract, as delineated below.*
>
> b) *Annotated Curriculum Vitae (see section II.C.1.b.(3) for definition of "AnnotatedCurriculum Vitae")*
>
> c) *Student Ratings of Instruction per above*
>
> d) *Peer Observations as delineated above*
>
> e) *Other documents as determined by the Department (course syllabi, exams,assignments, assessments, etc., evidence of scholarly activities or service)*

Portfolios will be submitted using the same tool or format as Non-Tenure Track faculty and in accordance with the Academic Calendar.

Departmental Guidelines for Faculty Evaluation for

Adjunct Faculty

Adjunct Departmental Guidelines for Faculty

The following guidelines apply to Adjunct Faculty and incorporate changes to the latestedition of the *Faculty Employment Handbook*.

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

Per Handbook specifications, Adjunct Faculty reappointments are determined basedon a combination of department needs, faculty member qualifications, and performance. High performance does not guarantee reappointment.

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

Teaching

The College of Aerospace, Computing, Engineering, and Design values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful reappointment, multi-year contract, or promotion requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching.

Teaching is the act of creating and maintaining an environment which enhances the opportunitiesfor student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
From the latest edition of the *Faculty Employment Handbook*:

> *Teaching is a complex and reflective human activity that, in the higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or thatcould 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 professionalwork 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 importantresponsibilities of a teacher to his/her students are the following:

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

2) ***Instructional Delivery:*** *To communicate and "translate" this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, createenvironments conducive to learning, and use an appropriate variety of teaching methods.*

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

FACULTY SHALL DEMONSTRATE EXCELLENCE IN TEACHING BY MEETING THE FOLLOWING TEACHINGCRITERIA:
In the absence of accreditation or departmental standards, additional criteria for Adjunct Departmental Guidelines for Faculty can be found in Appendix F.

Content Expertise	• Updating courses taught and staying current in informationpresented in classes.
Instructional Design	• Involved in curriculum development and maintenance.
Instructional Delivery	• Demonstrates appropriate and effective use of class deliveryto achieve course objectives.
	• Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI'swill be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.
	• Formative peer evaluations may be required by thedepartment.

Advising	• While fixed weekly office hours are not required, faculty will beavailable to meet with students (e.g. by appointment, before or after class, and via email) to answer questions about the class. In addition, faculty may advise students on career/job placements that fall within their expertise.
	• Uses University wide digital systems for advising.

Criteria for Emeritus Statusof Faculty

Criteria for Emeritus Status of Faculty

According to MSU Denver's *Faculty Employment Handbook (p24)*, *All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement foran 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 yet eligible for emeritus* status. *A department chair or any faculty member of the department may nominate faculty for emeritus status. Nominations should be substantiated in terms of length of service, excellence in teaching, andother contributions to the University.*

Once a person is nominated, the Department Chair will substantiate that the nominee has satisfied therequirements above. The nomination must then be endorsed by the majority of the tenured faculty members of the department and by the Dean of the College of Aerospace, Computing, Engineering, and Design, 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 willforward the nomination to the Board of Trustees for final approval.

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

Appendix A - Professional Standards for All Faculty

The faculty member must meet the contractual responsibilities defined within these guidelines and adhere to all policies and procedures set forth in the latest edition of the *Faculty Employment Handbook* as a prerequisite to reappointment consideration.

1. Timely performance of responsibilities specified in the faculty member's contract and the Handbook (in accordance with the academic and procedural calendars).

2. Adherence to accepted standards of professional conduct.

3. Faculty shall be responsible for the conduct of assigned classes; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present - either by a substitute or by class assignment.

4. Faculty shall present to all students attending class, within the time span established by departmental policy, a course description, their NC policy, grading criteria, and special notices required by law or institutional policy (see Academic Policy Manual).

5. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.

6. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.

7. In addition to their teaching load, faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and full-time faculty participate in committee work, professional development, service and other appropriate professional activities as designated in the contract or by the department. Full-time faculty is expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.

8. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.

9. Faculty shall comply with all federal and state laws relating to the acquisition, handling, and disposal of hazardous materials and by-products or wastes there from.

10. Attends departmental and other faculty meetings with absence only at approval of Department Chair

Appendix B – Additional Criteria for Retention, Tenure and Promotion to Associate Professor

FACULTY SHALL DEMONSTRATE EXCELLENCE IN TEACHING BY MEETING THE FOLLOWING TEACHING CRITERIA REQUIRED BY THE INDUSTRIAL DESIGN DEPARTMENT:

1. **Content Expertise:**

Tenure-track faculty is expected to satisfy the following requirements over the tenure-track period in order to meet standards:

- Review and significantly update the course content for three existing courses in the professor's area of expertise during the review period.
- Develop own teaching materials, as needed, for at least three courses taught.
- Provide updated class materials and course-specific assistance for other faculty, when needed, to facilitate their teaching of additional course sections.
- Utilize current industry problems in course assignments and materials.

2. **Instructional Design:**

Tenure-track faculty are expected to satisfy the following requirements over the review period in order to meet standards:

- Maintain a current course syllabus, handed out to students in class or posted on the course web page, that meets the following criteria:
  - University, College, and department requirements.
- Involved in curriculum development and maintenance.
  - Participate as a major contributor to the development of a substantive change curriculum packet. Including but not limited to, new course forms and syllabi, course archiving, modifications, or deletion forms. The packet must address at least 3 courses.
  - Review and update at least two existing course curricula, substantive or non-substantive, to demonstrate currency in the field and address the desired student learning objectives.
- Undertake specific curriculum activities, as needed, for the Department, College, or University Curriculum Committees.
- Create, develop, or significantly revise material for an online course when it is necessary.
- Develop instructional materials for and teach at least three new courses for the first time.
- Research, develop, and teach a new course or an omnibus course.
- Undertake other specific instructional design activities approved or as assigned by the department chair.

3. **Instructional Delivery:**

Tenure-track faculty are expected to satisfy the following requirements over the review period in order to meet standards:

- Answer student questions about course content and process in a timely manner.
- Employ University-wide digital systems for disseminating and posting relevant class material.
- SRI's are conducted and are at an average of 4.0 or above during the review period.
- Conduct demonstrations, create field assignments, research and review appropriate web links for instructional value, or assign relevant media materials for viewing beyond the normal scope of a course.
- Incorporate the use of "experiential learning" into course delivery.
- Actively participate in a peer teaching improvement cohort through the Center for Teaching, Learning and Design (CTLD).
- Hold additional open work sessions outside of regular class time during the evaluation period totaling at least 20 hours.
- Conduct at least one additional student evaluation for at least 2/3 of the course, except omnibus, independent, and internship courses, taught every semester during the review period.
- Read professional books and other publications, such as trade journals and/or professional journals related to the discipline, with evidence of incorporating current information into course material.

4. **Instructional Assessment:**

Tenure-track faculty are expected to satisfy the following requirements over the review period in order to meet standards:

- Appropriately and thoroughly assess student progress through periodic examinations, mid-term and final examinations, research papers, course projects, class participation, class presentations, and/or other types of assignments.
- Assess all work submitted by students within a 1- to 2-week time period.
- Maintain records of student performance and last date of attendance for all students in each and every course taught.
- Actively participate in program assessment including yearly assessment reports, program review, and accreditation.
- Provide appropriate and detailed feedback to students concerning all assignments, exercises, exams, and other graded materials.
- Collect students' final work, document, and save in the department shared storage space for every course taught, except the experience course.
- Work with other instructors to ensure cross-sectional consistency in student evaluation instruments including sharing evaluation materials.
- Provide special assessments to students that involve additional time, which could include IDP and CLEP review or creating and grading a placement test when needed.
- Provide extensive assessment for independent study courses, variable topics courses, or internship supervision.
- Research, design, and implement a new assessment method or tool (such as an online quiz, class portfolio, etc.) when it is appropriate.
- Create assessment rubrics for assignments, exercises, or final projects in four courses.

5. **Advising:**

Tenure-track faculty are expected to satisfy the following requirements over the review period in order to meet standards:

- Respond to student email or phone messages within 48 hours except over weekends or holidays.
- Advise students about curriculum and course options.
- Review a degree progress report prior to the meeting or with students during the meeting to provide appropriate advice about curriculum and course options.
- Remain flexible with office hours and communicate with students outside of scheduled office hours.
- Send advisees a welcome email with office hours and important information each semester.
- Document student advising sessions using the university-wide digital systems.
- Advise prospective students to department, college, and university and document the sessions.
- Work with students in discipline-related activities such as student organizations, conferences, etc.
- Serve as faculty advisor to professional student organizations when needed.
- Serve as a faculty mentor or as a supervisor for IDP major or IDP minor students when needed.
- Work with students and institutions to determine transfer equivalencies for International/study abroad experiences.
- Faculty member is available for advising, by appointment, at times other than the regular office hours when necessary.
- In consultation with the department chair, develop two other advising activities specific to faculty member's discipline.
- Attend, at least one per semester, senior capstone design studio course presentations and provide specific feedback and suggestions.

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

Tenure-track faculty is expected to satisfy at least 6 (six) of the following criteria over the tenure-track period:

- Be an ongoing member of at least one discipline relevant a local, regional, national, or international organizations and actively involved in a relevant professional organization by attending regional or national

events, at least two local events per year, and one national or international level conference during the review period.

- Share professional expertise with colleagues through presentations in other departments, to campus groups, or at conferences. Consulting work and participating in design shows also are appropriate activities for meeting this standard.
- Provide evidence of currency in the field through engagement in industry-related activities and organizational meetings. Attend at least one discipline-relevant local workshop, lecture, or seminar, including online seminars per year.
- Update software or technology skills as required for new software or equipment acquisitions to enhance teaching capabilities. Self-train or take a course on a new technology or software that will enhance teaching.
- Write or obtain a grant proposal or funds to support classroom instruction or activities related to the discipline and department activities.
- Achieve an award in a competition related to the field where peers review/judge scholarly work, including artistic and design projects.
- Serve on a review committee or in an editorial capacity for a journal or trade publication.
- Complete two University or online courses related to the discipline or actively participate in a peer teaching improvement cohort through the Center for Teaching, Learning and Design (CTLD) and pass.
- Design a product that is taken into production.
- Presents a "one-man show" or exhibits professionally in a gallery in different review period years.
- Serve on an accrediting visitation team performing at least one review visit.
- Participate in design competitions at least twice during the review period - create and submit designs for regional, national, or international design competitions.
- Faculty prepares and submits patent application materials or receives a design patent or utility patent.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA:
Tenure-track faculty is expected to satisfy the following requirements over the review period in order to meet standards in the area of service:

- Attend and participate in all department meetings, assessment activities, portfolio reviews, and student design show preparations unless excused by the chair.
- Serve on departmental committees as assigned and accomplish desired tasks as outlined by the committee.
- Participate in at least six department recruiting activities such as a MSU Denver Open House or other recruitment activity approved by the department chair.
- Serve on at least one school or university committee or chair at least one department committee that requires at least a 15-hour time commitment per academic year.
- Provide service, using professional expertise or skills to at least one community or professional organization per academic year.

In addition, tenure-track faculty is expected to satisfy at least 6 (six) of the following criteria over the tenure-track review period:

- Review material for department, school, or university committees and document time commitment.
- Serve as a guest lecturer for another university or university class(es) on two separate occasions (this may include MSU Denver).
- Obtain donations in the form of equipment, supplies, or money for the program at least three times during the review period.
- Assist in supervising or supervising a department open lab for at least 10 hours per academic year.
- Participate in a standing school or university committee(s) that requires at least 20 hours per academic year.
- Actively serve in the Faculty Senate, attending the majority of scheduled meetings and reporting senate activities and concerns to the department.
- Actively serve on a Faculty Senate Committee, attending the majority of scheduled meetings.
- Serve as a Commencement Marshall for at least four ceremonies.
- Develop print, web, or video materials of professional quality for department marketing activities.

- Serve on a department, school, or university search committee at least twice, or once as a chair, during the review period.
- Serve on a committee or board of a professional organization.
- Serve on a professional organization or community service board of directors that requires at least a 10-hour time commitment per academic year, and must use discipline-specific skills or professional expertise.
- Accrue 30 hours of service provided to a community or professional organization in which faculty members use their professional expertise to benefit the organization.
- Serves as a judge for competitive events hosted by or sponsored by a professional or community organization at least twice during the review period.
- Undertake other activities in consultation with the chair.
- Develop community and industry partnerships that result in collaborative projects or other student/department benefits.
- Organize gallery shows in community venues at least twice during the review period.
- Serve as a judge for a design competition or artistic project review at least twice in different review period year.

Appendix C – Additional Criteria for Promotion to Professor

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

1. **Content Expertise:**

Tenured faculty are expected to satisfy the following requirements over at least a four-year period in order to meet minimum standards:

- Review and significantly update the course content for three existing courses in the professor's area of expertise during the review period.
- Develop own teaching materials, as needed, for at least three courses taught.
- Provide updated class materials and course-specific assistance for other faculty, when needed, to facilitate their teaching of additional course sections.
- Utilize current industry problems in course assignments and materials.

2. **Instructional Design:**

Tenured faculty are expected to satisfy the following requirements over at least a four-year period in order to meet minimum standards:

- Maintain a current course syllabus, handed out to students in class or posted on the course web page, that meets the following criteria:
  - University, College, and department requirements.
- Involved in curriculum development and maintenance.
  - Participate as a major contributor to the development of a substantive change curriculum packet. Including but not limited to, new course forms and syllabi, course archiving, modifications, or deletion forms. The packet must address at least 3 courses.
  - Review and update at least two existing course curricula, substantive or non-substantive, to demonstrate currency in the field and address the desired student learning objectives.
- Undertake specific curriculum activities, as needed, for the Department, College, or University Curriculum Committees.
- Create, develop, or significantly revise material for an online course when it is necessary.
- Undertake other specific instructional design activities approved or as assigned by the department chair.

3. **Instructional Delivery:**

Tenured faculty are expected to satisfy the following requirements over at least a four-year period in order to meet minimum standards:

- Answer student questions about course content and process in a timely manner.
- Employ University-wide digital systems for disseminating and posting relevant class material.
- SRI's are conducted and are at an average of 4.0 or above during the review period.
- Conduct demonstrations, create field assignments, research and review appropriate web links for instructional value, or assign relevant media materials for viewing beyond the normal scope of a course.
- Incorporate the use of "experiential learning" into course delivery.
- Actively participate in a peer teaching improvement cohort through the Center for Teaching, Learning and Design (CTLD).
- Hold additional open work sessions outside of regular class time during the evaluation period totaling at least 20 hours.
- Conduct at least one additional student evaluation for at least 2/3 of the course, except omnibus, independent, and internship courses, taught every semester during the review period.
- Read professional books and other publications, such as trade journals and/or professional journals related to the discipline, with evidence of incorporating current information into course material.

4. **Instructional Assessment:**

Tenured faculty are expected to satisfy the following requirements over at least a four-year period in order to meet minimum standards:

- Appropriately and thoroughly assess student progress through periodic examinations, mid-term and final examinations, research papers, course projects, class participation, class presentations, and/or other types of assignments.
- Assess all work submitted by students within a 1- to 2-week time period.
- Maintain records of student performance and last date of attendance for all students in each and every course taught.
- Actively participate in program assessment including yearly assessment reports, program review, and accreditation.
- Provide appropriate and detailed feedback to students concerning all assignments, exercises, exams, and other graded materials.
- Collect students' final work, document, and save in the department shared storage space for every course taught, except the experience course.
- Work with other instructors to ensure cross-sectional consistency in student evaluation instruments including sharing evaluation materials.
- Provide special assessments to students that involve additional time, which could include IDP and CLEP review or creating and grading a placement test when needed.
- Provide extensive assessment for independent study courses, variable topics courses, or internship supervision.
- Research, design, and implement a new assessment method or tool (such as an online quiz, class portfolio, etc.) when it is appropriate.
- Create assessment rubrics for assignments, exercises, or final projects in four courses.

5. <u>Advising:</u>

Tenured faculty are expected to satisfy the following requirements over at least a four-year period in order to meet minimum standards:

- Respond to student email or phone messages within 48 hours except over weekends or holidays.
- Advise students about curriculum and course options.
- Review a degree progress report prior to the meeting or with students during the meeting to provide appropriate advice about curriculum and course options.
- Remain flexible with office hours and communicate with students outside of scheduled office hours.
- Send advisees a welcome email with office hours and important information each semester.
- Document student advising sessions using the university-wide digital systems.
- Advise prospective students to department, college, and university and document the sessions.
- Work with students in discipline-related activities such as student organizations, conferences, etc.
- Serve as faculty advisor to professional student organizations when needed.
- Serve as a faculty mentor or as a supervisor for IDP major or IDP minor students when needed.
- Work with students and institutions to determine transfer equivalencies for International/study abroad experiences.
- Faculty member is available for advising, by appointment, at times other than the regular office hours when necessary.
- In consultation with the department chair, develop two other advising activities specific to faculty member's discipline.
- Attend, at least one per semester, senior ID design studio course presentations and provide specific feedback and suggestions.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN <u>SCHOLARLY ACTIVITIES</u> BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA*:*

Tenured faculty are expected to satisfy at least 8 (eight) of the following criteria over at least a four–year period:

- Be an ongoing member of at least one discipline relevant a local, regional, national, or international organizations and actively involved in a relevant professional organization by attending regional or national events, at least two local events per year, and one national or international level conference during the review period.

- Share professional expertise with colleagues through presentations in other departments, to campus groups, or at conferences. Consulting work and participating in design shows also are appropriate activities for meeting this standard.
- Provide evidence of currency in the field through engagement in industry-related activities and organizational meetings. Attend at least one discipline-relevant local workshop, lecture, or seminar, including online seminars per year.
- Update software or technology skills as required for new software or equipment acquisitions to enhance teaching capabilities. Self-train or take a course on a new technology or software that will enhance teaching.
- Write or obtain a grant proposal or funds to support classroom instruction or activities related to the discipline and department activities.
- Achieve an award in a competition related to the field where peers review/judge scholarly work, including artistic and design projects.
- Serve on a review committee or in an editorial capacity for a journal or trade publication.
- Complete two University or online courses related to the discipline or actively participate in a peer teaching improvement cohort through the Center for Teaching, Learning and Design (CTLD) and pass.
- Design a product that is taken into production.
- Presents a "one-man show" or exhibits professionally in a gallery in different review period years.
- Develop industry workshop and seminar training materials.
- Serve on an accrediting visitation team performing at least one review visit.
- Participate in design competitions at least twice during the review period - create and submit designs for regional, national, or international design competitions.
- Faculty prepares and submits patent application materials or receives a design patent or utility patent.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA:
Tenured faculty are expected to satisfy the following requirements over at least a four-year period in order to meet minimum standards in the area of service:

- Attend and participate in all department meetings, assessment activities, portfolio reviews, and student design show preparations unless excused by the chair.
- Serve on departmental committees as assigned and accomplish desired tasks as outlined by the committee.
- Participate in at least six department recruiting activities such as a MSU Denver Open House or other recruitment activities.
- Serve on at least one school or university committee or chair at least one department committee that requires at least a 15-hour time commitment per academic year.
- Provide service, using professional expertise or skills to at least one community or professional organization per academic year.

In addition, tenured faculty are expected to satisfy at least 6 (six) of the following criteria over at least four-year period*:*

- Review material for department, school, or university committees and document time commitment.
- Serve as a guest lecturer for another university or university class(es) on two separate occasions (this may include MSU Denver).
- Obtain donations in the form of equipment, supplies, or money for the program at least three times during the review period.
- Assist in supervising or supervising a department open lab for at least 10 hours per academic year.
- Participate in a standing school-or university committee(s) that requires at least 20 hours per academic year.
- Actively serve in the Faculty Senate, attending the majority of scheduled meetings and reporting senate activities and concerns to the department.
- Actively serve on a Faculty Senate Committee, attending the majority of scheduled meetings.
- Serve as a Commencement Marshall for at least four ceremonies.
- Develop print, web, or video materials of professional quality for department marketing activities.
- Serve on a department, school, or university search committee at least twice, or once as a chair, during the review period.
- Serve on a committee or board of a professional organization.

- Serve on a professional organization or community service board of directors that requires at least a 10-hour time commitment per academic year, and must use discipline-specific skills or professional expertise.
- Accrue 30 hours of service provided to a community or professional organization in which faculty members use their professional expertise to benefit the organization.
- Serves as a judge for competitive events hosted by or sponsored by a professional or community organization at least twice during the review period.
- Undertake other activities in consultation with the chair.
- Develop community and industry partnerships that result in collaborative projects or other student/department benefits.
- Organize gallery shows in community venues at least twice during the review period.
- Serve as a judge for a design competition or artistic project review at least twice in different review period years

Appendix D – Additional Criteria for Post-Tenure Review

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

1. **Content Expertise:**

Tenured faculty are expected to satisfy the following requirements over at least a four-year period in order to meet minimum standards:

- Review and significantly update the course content for three existing courses in the professor's area of expertise during the review period.
- Develop own teaching materials, as needed, for at least three courses taught.
- Provide updated class materials and course-specific assistance for other faculty, when needed, to facilitate their teaching of additional course sections.
- Utilize current industry problems in course assignments and materials.

2. **Instructional Design:**

Tenured faculty are expected to satisfy the following requirements over at least a four-year period in order to meet minimum standards:

- Maintain a current course syllabus, handed out to students in class or posted on the course web page, that meets the following criteria:
  - University, College, and department requirements.
- Involved in curriculum development and maintenance.
  - Participate as a major contributor to the development of a substantive change curriculum packet. Including but not limited to, new course forms and syllabi, course archiving, modifications, or deletion forms. The packet must address at least 3 courses.
  - Review and update at least two existing course curricula, substantive or non-substantive, to demonstrate currency in the field and address the desired student learning objectives.
- Undertake specific curriculum activities, as needed, for the Department, College, or University Curriculum Committees.
- Create, develop, or significantly revise material for an online course when it is necessary.
- Undertake other specific instructional design activities approved or as assigned by the department chair.

3. **Instructional Delivery:**

Tenured faculty are expected to satisfy the following requirements over at least a four-year period in order to meet minimum standards:

- Answer student questions about course content and process in a timely manner.
- Employ University-wide digital systems for disseminating and posting relevant class material.
- SRI's are conducted and are at an average of 4.0 or above during the review period.
- Conduct demonstrations, create field assignments, research and review appropriate web links for instructional value, or assign relevant media materials for viewing beyond the normal scope of a course.
- Incorporate the use of "experiential learning" into course delivery.
- Actively participate in a peer teaching improvement cohort through the Center for Teaching, Learning and Design (CTLD).
- Hold additional open work sessions outside of regular class time during the evaluation period totaling at least 20 hours.
- Conduct at least one additional student evaluation for at least 2/3 of the course, except omnibus, independent, and internship courses, taught every semester during the review period.
- Read professional books and other publications, such as trade journals and/or professional journals related to the discipline, with evidence of incorporating current information into course material.

4. **Instructional Assessment:**

Tenured faculty are expected to satisfy the following requirements over at least a four-year period in order to meet minimum standards:

- Appropriately and thoroughly assess student progress through periodic examinations, mid-term and final examinations, research papers, course projects, class participation, class presentations, and/or other types of assignments.
- Assess all work submitted by students within a 1- to 2-week time period.
- Maintain records of student performance and last date of attendance for all students in each and every course taught.
- Actively participate in program assessment including yearly assessment reports, program review, and accreditation.
- Provide appropriate and detailed feedback to students concerning all assignments, exercises, exams, and other graded materials.
- Collect students' final work, document, and save in the department shared storage space for every course taught, except the experience course.
- Work with other instructors to ensure cross-sectional consistency in student evaluation instruments including sharing evaluation materials.
- Provide special assessments to students that involve additional time, which could include IDP and CLEP review or creating and grading a placement test when needed.
- Provide extensive assessment for independent study courses, variable topics courses, or internship supervision.
- Research, design, and implement a new assessment method or tool (such as an online quiz, class portfolio, etc.) when it is appropriate.
- Create assessment rubrics for assignments, exercises, or final projects in four courses.

5. Advising:

Tenured faculty are expected to satisfy the following requirements over at least a four-year period in order to meet minimum standards

- Respond to student email or phone messages within 48 hours except over weekends or holidays.
- Advise students about curriculum and course options.
- Review a degree progress report prior to the meeting or with students during the meeting to provide appropriate advice about curriculum and course options.
- Remain flexible with office hours and communicate with students outside of scheduled office hours.
- Send advisees a welcome email with office hours and important information each semester.
- Document student advising sessions using the university-wide digital systems.
- Advise prospective students to department, college, and university and document the sessions.
- Work with students in discipline-related activities such as student organizations, conferences, etc.
- Serve as faculty advisor to professional student organizations when needed.
- Serve as a faculty mentor or as a supervisor for IDP major or IDP minor students when needed.
- Work with students and institutions to determine transfer equivalencies for International/study abroad experiences.
- Faculty member is available for advising, by appointment, at times other than the regular office hours when necessary.
- In consultation with the department chair, develop two other advising activities specific to faculty member's discipline.
- Attend, at least one per semester, senior ID design studio course presentations and provide specific feedback and suggestions.

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

Tenured faculty are expected to satisfy at least 6 (six) of the following criteria over at least a four–year period:

- Be an ongoing member of at least one discipline relevant a local, regional, national, or international organizations and actively involved in a relevant professional organization by attending regional or national events, at least two local events per year, and one national or international level conference during the review period.

- Share professional expertise with colleagues through presentations in other departments, to campus groups, or at conferences. Consulting work and participating in design shows also are appropriate activities for meeting this standard.
- Provide evidence of currency in the field through engagement in industry-related activities and organizational meetings. Attend at least one discipline-relevant local workshop, lecture, or seminar, including online seminars per year.
- Update software or technology skills as required for new software or equipment acquisitions to enhance teaching capabilities. Self-train or take a course on a new technology or software that will enhance teaching.
- Write or obtain a grant proposal or funds to support classroom instruction or activities related to the discipline and department activities.
- Achieve an award in a competition related to the field where peers review/judge scholarly work, including artistic and design projects.
- Serve on a review committee or in an editorial capacity for a journal or trade publication.
- Complete two University or online courses related to the discipline or actively participate in a peer teaching improvement cohort through the Center for Teaching, Learning and Design (CTLD) and pass.
- Design a product that is taken into production.
- Presents a "one-man show" or exhibits professionally in a gallery in different review period years.
- Develop industry workshop and seminar training materials.
- Serve on an accrediting visitation team performing at least one review visit.
- Participate in design competitions at least twice during the review period - create and submit designs for regional, national, or international design competitions.
- Faculty prepares and submits patent application materials or receives a design patent or utility patent.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN <u>SERVICE</u> BY MEETING THE FOLLOWING SERVICE CRITERIA:
Tenured faculty are expected to satisfy the following requirements over at least a four-year period in order to meet minimum standards in the area of service:

- Attend and participate in all department meetings, assessment activities, portfolio reviews, and student design show preparations unless excused by the chair.
- Serve on departmental committees as assigned and accomplish desired tasks as outlined by the committee.
- Participate in at least six department recruiting activities such as a MSU Denver Open House or other recruitment activities.
- Serve on at least one school or university committee or chair at least one department committee that requires at least a 15-hour time commitment per academic year.
- Provide service, using professional expertise or skills to at least one community or professional organization per academic year.

In addition, tenured faculty are expected to satisfy at least 8 (eight) of the following criteria over at least four years period*:*

- Serve as a faculty mentor for a newly hired faculty.
- Review material for department, school, or university committees and document time commitment.
- Undertake a special assignment for program review.
- Obtain donations in the form of equipment, supplies, or money for the program at least three times during the review period.
- Create and manage the course schedule for the department for at least two years.
- Assist in supervising or supervising a department lab for at least 10 hours per academic year.
- Participate in a standing college or university committee(s) that requires at least 20 hours per academic year.
- Actively serve in the Faculty Senate, attending the majority of scheduled meetings and reporting senate activities and concerns to the department.
- Actively serve on a Faculty Senate Committee, attending the majority of scheduled meetings.
- Serve as a Commencement Marshall for at least four ceremonies.
- Develop print, web, or video materials of professional quality for department marketing activities.

- Chair or serve on a department, school, or university search committee at least twice during the review period.
- Organize a professional conference or event.
- Serve on a committee or board of a professional organization.
- Serve on a professional organization or community service board of directors that requires at least a 10-hour time commitment per academic year, and must use discipline-specific skills or professional expertise.
- Accrue 30 hours of service provided to a community or professional organization in which faculty members use their professional expertise to benefit the organization.
- Serves as a judge for competitive events hosted by or sponsored by a professional or community organization at least twice during the review period.
- Undertake other activities in consultation with the chair.
- Develop community and industry partnerships that result in collaborative projects or other student/department benefits.
- Organize gallery shows in community venues at least twice during the viewing period.
- Serve as a judge for a design competition or artistic project review at least twice in different review period years.

Appendix E – Additional Criteria for Non-Tenure Track Faculty

FACULTY SHALL DEMONSTRATE EXCELLENCE IN TEACHING BY MEETING THE FOLLOWING TEACHING CRITERIA REQUIRED BY THE INDUSTRIAL DESIGN DEPARTMENT:

1. **Content Expertise:**

Non-Tenure Track Full-time faculty is expected to satisfy the following requirements over the review period in order to meet standards:

- Review and significantly update the course content for three existing courses in the professor's area of expertise during the review period.
- Develop own teaching materials, as needed, for at least three courses taught.
- Provide updated class materials and course-specific assistance for other faculty, when needed, to facilitate their teaching of additional course sections.

2. **Instructional Design:**

Non-Tenure Track Full-time faculty are expected to satisfy the following requirements over the review period in order to meet standards:

- Maintain a current course syllabus, handed out to students in class or posted on the course web page, that meets the following criteria:
  - University, College, and department requirements.
- Involved in curriculum development and maintenance.
  - Participate as a major contributor to the development of a substantive change curriculum packet. Including but not limited to, new course forms and syllabi, course archiving, modifications, or deletion forms. The packet must address at least 3 courses.
  - Review and update at least two existing course curricula, substantive or non-substantive, to demonstrate currency in the field and address the desired student learning objectives.
- Undertake specific curriculum activities, as needed, for the Department or College Curriculum Committees.
- Create, develop, or significantly revise material for an online course when it is necessary.
- Research, develop, and teach a new course or an omnibus course.
- Undertake other specific instructional design activities approved or as assigned by the department chair.

3. **Instructional Delivery:**

Non-Tenure Track Full-time faculty are expected to satisfy the following requirements over the review period in order to meet standards:

- Answer student questions about course content and process in a timely manner.
- Employ University-wide digital systems for disseminating and posting relevant class material.
- SRI's are conducted and are at an average of 4.0 or above during the review period.
- Conduct demonstrations, create field assignments, research and review appropriate web links for instructional value, or assign relevant media materials for viewing beyond the normal scope of a course.
- Incorporate the use of "experiential learning" into course delivery.
- Hold additional open work sessions outside of regular class time during the evaluation period totaling at least 6 hours per year.
- Conduct at least one additional student evaluation for at least 2/3 of the course, except omnibus, independent, and internship courses, taught every semester during the review period.

4. **Instructional Assessment:**

Non-Tenure Track Full-time faculty are expected to satisfy the following requirements over the review period in order to meet standards:

- Appropriately and thoroughly assess student progress through periodic examinations, mid-term and final examinations, research papers, course projects, class participation, class presentations, and/or other types of assignments.
- Assess all work submitted by students within a 1- to 2-week time period.
- Maintain records of student performance and last date of attendance for all students in each and every course taught.

- Actively participate in program assessment including yearly assessment reports, program review, and accreditation.
- Provide appropriate and detailed feedback to students concerning all assignments, exercises, exams, and other graded materials.
- Collect students' final work, document, and save in the department shared storage space for every course taught, except the experience course.
- Work with other instructors to ensure cross-sectional consistency in student evaluation instruments including sharing evaluation materials.
- Provide special assessments to students that involve additional time, which could include IDP and CLEP review or creating and grading a placement test when needed.
- Provide extensive assessment for independent study courses, variable topics courses, or internship supervision.
- Research, design, and implement a new assessment method or tool (such as an online quiz, class portfolio, etc.) when it is appropriate.
- Create assessment rubrics for assignments, exercises, or final projects in four courses.

5. **Advising:**

Non-Tenure Track Full-time faculty are expected to satisfy the following requirements over the review period in order to meet standards:

- Respond to student email or phone messages within 48 hours except over weekends or holidays.
- Advise students about curriculum and course options.
- Review a degree progress report prior to the meeting or with students during the meeting to provide appropriate advice about curriculum and course options.
- Remain flexible with office hours and communicate with students outside of scheduled office hours.
- Send advisees a welcome email with office hours and important information each semester.
- Document student advising sessions using the university-wide digital systems.
- Advise prospective students to department, college, and university and document the sessions.
- Work with students in discipline-related activities as student organizations, conferences, etc.
- Serve as faculty advisor to professional student organizations when needed.
- Serve as a faculty mentor or as a supervisor for IDP major or IDP minor students when needed.
- Work with students and institutions to determine transfer equivalencies for International/study abroad experiences.
- Faculty member is available for advising, by appointment, at times other than the regular office hours when necessary.
- In consultation with the department chair, develop two other advising activities specific to faculty member's discipline.
- Attend, at least one per semester, senior ID design studio course presentations and provide specific feedback and suggestions.

No additional criteria for Scholarly activity and Service requirement

Appendix F – Additional Criteria for Adjunct Faculty

FACULTY SHALL DEMONSTRATE EXCELLENCE IN <u>TEACHING</u> BY MEETING THE FOLLOWING TEACHING CRITERIA REQUIRED BY THE INDUSTRIAL DESIGN DEPARTMENT:

1. **<u>Content Expertise:</u>**

Adjunct faculty are expected to satisfy the following requirements to meet standards:

- Provide updated class materials and course-specific assistance for other faculty, when needed, to facilitate their teaching of additional course sections.

2. **<u>Instructional Design:</u>**

Adjunct faculty are expected to satisfy the following requirements to meet standards:

- Maintain a current course syllabus, handed out to students in class or posted on the course web page, that meets the following criteria:
  - University, College, and department requirements.

3. **<u>Instructional Delivery:</u>**

Adjunct faculty are expected to satisfy the following requirements to meet standards:

- Answer student questions about course content and process in a timely manner.
- Employ University-wide digital systems for disseminating and posting relevant class material.
- SRI's are conducted and are at an average of 4 or above during the review period.
- Conduct at least one additional student evaluation for at least 2/3 of the course, except omnibus, independent, and internship courses, taught every semester during the review period.

4. **<u>Instructional Assessment:</u>**

Adjunct faculty are expected to satisfy the following requirements to meet standards:

- Appropriately and thoroughly assess student progress through periodic examinations, mid-term and final examinations, research papers, course projects, class participation, class presentations, and/or other types of assignments.
- Assess all work submitted by students within a 2-week time period.
- Maintain records of student performance and last date of attendance for all students in each and every course taught.
- Provide appropriate feedback to students concerning all assignments, exercises, exams, and other graded materials.
- Collect students' final work, document it, and submit it to the department for every course taught.

5. **<u>Advising:</u>**

Adjunct faculty are expected to satisfy the following requirements to meet standards:

- Respond to student email or phone messages in a timely manner.
- Hold at least 30 minutes of academic office hours for each class taught.
- Depending on the course taught, the office hours can be held in person or in a virtual environment.

No additional criteria for Scholarly activity and Service requirement

Appendix G – Additional Criteria for Emeritus Status of Faculty

No additional criteria

Appendix H- Approval

The Attached Departmental Guidelines for the Department of Industrial Design
College of Aerospace, Computing, Engineering, and Design
Metropolitan State University of Denver

Departmental Guidelines for Faculty Evaluation Approval for the 2025-2026 Academic Year

Approvals	Signature	Date
Chair		Feb. 23, 2025
Dean		
Executive VP Academic Affairs		