

Boston University—Metropolitan College Faculty Expectations

1. Introduction

Metropolitan College provides a wide array of academic programs primarily for students who pursue their education on a part time basis. The primary objectives of MET College faculty are to:

- educate highly qualified professionals knowledgeable of the core approaches and latest tools of their field, who are critical thinkers with a broad perspective, effective communicators, and international in attitude;
- pursue scholarship and research in their chosen field in cooperation with industry partners and with faculty from other schools and colleges.

The College emphasizes teaching principles, methods, and concepts with traditional academic rigor, and incorporating state-of-the-art approaches, technologies, and tools into the curriculum. To achieve this goal MET faculty are expected to:

- demonstrate excellence in teaching and introduce novel teaching approaches, content, and instructional technologies,
- show sustained scholarship and research and external visibility,
- provide leadership for innovative program development,
- work actively for recruiting and retaining students,
- cooperate with and contribute towards raising awareness of our programs in the professional community.

Expectations for Metropolitan College faculty are based on the BU standards for research, teaching, and service, and are weighted to reflect MET's focus on making academic excellence accessible through flexible delivery formats and innovative curricula that respond to industry needs.

Metropolitan College faculty are predominantly Non-Tenure-Track appointment with traditional (Instructor, Assistant Professor, Associate Professor, and Full Professor) and modified (of the Practice) academic ranks. The criteria and metrics for the academic ranks as well as promotion procedures are in accordance with the general practice of the University as stated in the BU Faculty Handbook, more specifically:

- Instructor: "A scholar or professional who normally holds a minimum of a Master's degree or equivalent, has completed most or all of the requirements for the doctorate or professional degree equivalent, and has demonstrated potential for effective teaching and faculty advancement" (May be authorized by the School or College faculty to vote but is not member of the BU Faculty Assembly);
- Assistant Professor: "A scholar or professional who has the requirements for an appointment as instructor and in addition, normally has been awarded a doctoral or professional degree or equivalent. Exhibits a commitment to teaching and the

- propensity for scholarly or professional work of high caliber. Participates in University affairs at least at the department level."
- Associate Professor: "...a scholar or professional who meets the requirements for an Assistant Professor, enjoys a *national reputation* and shows great promise of becoming a scholar or professional of distinction, shows a high degree of teaching proficiency and commitment, and demonstrates public, professional or University service *beyond the department*.
 - Full Professor: "...a mature scholar or professional who meets the requirements for an Associate Professor, has a distinguished record of scholarship or professional accomplishment, enjoys a *strong international* or, *as appropriate, national reputation*, lectures widely, is an acknowledged authority in his/her field, is a teacher of distinction, and is a person who has made *substantial contribution within the University at large*.
 - Of the Practice suffix: "...identifies appointments that primarily provide practical instruction and application of practical knowledge" and/or a scholar or professional whose career has been mostly outside academia.

2. Research, Scholarship, Artistic Achievements

Research and scholarship are at the heart of academic work and faculty are expected to contribute with publications, research projects, grants, and to involve and advise students in research activities. Arts Administration faculty are expected to demonstrate artistic achievements through exhibits and shows. Senior faculty are also expected to mentor new faculty in achieving teaching excellence and building an independent research record.

2.1. Publications

Peer reviewed publications in journals and conference proceedings, and creative writing in recognized literary journals are the primary metric for original research contributions. Equivalents for Arts Administration faculty are single shows, exhibits or performances in prestigious venues, acquisition of art work by national museums, reviews of work in national publications, etc. In view of MET's focus on teaching, book chapters, monographs, submissions to databases, published teaching materials, textbooks, online multi-media course development, and articles in the popular media are also taken into account.

Metrics for evaluating faculty contributions include citation frequency, invitations to speak at or chair national and international conferences and symposia, invitations to contribute papers, and collaborative research (within and beyond the University). Although the number of publications by itself should not be considered a measure of quality, it is expected that the faculty will demonstrate a sustained and strong record of publications and presentations.

2.2. Externally Funded Research

The ability to attract and retain external research funding is an important outside recognition, and is especially difficult to achieve at MET due to the heavy teaching load. As such it speaks strongly for the ability and motivation of the faculty, and weighs in positively on promotional decisions.

Recognition is given both for serving as the PI of the grant or being a member of the team. This is an extension of the University policy that recognizes PIs only. It is motivated by the more restricted opportunities for developing independent research at MET.

2.3. Editorial, Advisory, Review Boards

This category includes journal editing, refereeing of papers and books, fellowships, directing or organizing formal academic conferences or gatherings, consulting and serving on advisory boards that clearly enhances the reputation of the College or University, etc.

3. Teaching

3.1. Pedagogical Excellence and Innovation

Teaching is at the core of MET's mission. Faculty are expected to be dedicated teachers and to prepare courses of high academic quality that meet the professional demands of students. Engaging delivery, development of novel teaching tools, utilizing technology in significant new ways, using innovative techniques, and other specific impact of teaching on students are important aspects for teaching effectiveness. The variety, level, and number of courses taught, and the number of students provide additional metrics.

Course development is an integral part of teaching and especially important for a college where the majority of students are working professionals. This category includes developing and reviewing curricula, developing new courses, improving existing courses beyond routine updating, creating or converting of courses in hybrid and distance formats.

3.2. Student Evaluations

Student evaluations, provided adequate statistics are available, are an important measure of student satisfaction. As a general guideline for the face to face courses, on a scale from 1 (poor) to 5 (outstanding) good teachers consistently score above 4.0 on the general questions (course and instructor overall rating, recommend course to others). Statistics for online courses are not yet consistent and require further study.

3.3. Academic Advising and Mentoring

Student advising and mentoring is especially important for MET College students as they come from a wide range of academic backgrounds and are often in the process of radical change of career, e.g. from psychology or music to computer science, from philosophy to criminal justice. Helping students find the course of study that best reflects their abilities, needs and interests, is thus more time-consuming and challenging as compared to advising traditional students, but is a decisive factor for student recruitment, retention, and timely program completion.

3.4. Supervision of Master's Thesis and Independent Study Projects

The ability to motivate students for research, (at the graduate as well as undergraduate level), and provide them with academic guidance throughout their projects is a characteristic trait of outstanding teachers. Metrics for evaluating faculty contributions for fostering student research include, in addition to the successful completion of the thesis or project, publications of student work, presentation at conferences or other public venues, application of research results in companies.

4. Leadership in Program and Curricular Development and Innovation

Leadership in course and program development is expected from all BU faculty and is traditionally part of teaching and service. For Metropolitan College faculty, however, this category has a broader dimension: It is the cornerstone of their role as full-time faculty in a college that requires

- sustained development of *new* courses and programs to reflect the needs of industry and the professions; where the
- continued recruiting and development of outstanding part-time faculty that teaches the majority of courses;
- active faculty involvement in student recruiting and increasing the visibility of the academic programs.

These three major requirements are primary responsibilities of MET faculty. More specifically this includes:

4.1. Coordination of Curriculum in Concentration Area

MET faculty are expected to provide academic leadership for one or more concentration areas, typically consisting of several interrelated courses. Although faculty are not required to teach every course in the concentration area, it is their responsibility to review course content, dependency and overlap between courses, overall structure of the concentration area, and recognize the need, initiate, and supervise the development of new courses.

4.2. Mentoring of Part-Time Faculty

Taking into consideration that the majority of MET college courses is (and continue to be) taught by part-time faculty the quality of the latter is a decisive factor for the quality and success of the program. Each MET full-time faculty member is expected

to recruit outstanding part-time faculty, to ensure that they are aware of and meet University academic standards, are aware of and follow academic policies and procedures, involve them in research, and generally mentor them to integrate and become significant contributors to academic life. Metrics include the quality of teaching achieved by the part-time faculty, joint projects, industry and public relation development.

4.3. New Program Development

New program development is integral to MET's mission—it ensures the ability of the college to respond to industry needs and thus to continue attracting students. Special emphasis is placed on initiating, developing, and establishing programs that achieve national recognition. Such programs not only invigorate individual academic fields but enhance the reputation of the College and the University. Recent examples include the nationally certified programs in information assurance and project management.

4.4. Student Recruitment and Retention

In contrast to faculty in traditional academic departments MET faculty takes active part in student recruiting. This involves extensive counseling of prospective students, regular participation in open houses, presentations to companies and other promotional lectures and initiatives.

Similarly to faculty in traditional colleges MET faculty are concerned with retaining students and helping them complete their program in a timely manner. The added challenge to MET faculty consists in meeting completion benchmarks with outside partners by ensuring a thorough and selective admission process that identifies students with the greatest potential to succeed as well as providing them with continued support throughout the program.

4.5. Relationship with Industry and/or Professional Community

The virtues of industry-academia cooperation are universally extolled and seldom achieved. For traditional academic departments in the sciences and humanities, such as mathematics, physics, biology, philosophy, etc., such cooperation might be valuable, but is not mandatory. For Metropolitan College it is of vital importance—it ensures the ability to understand the needs of prospective students and translate industry demands into an academically rigorous curriculum. Faculty are expected to maintain active relationships with industry and professional organizations, participate in joint projects, give professional lectures, serve on programming and advisory boards, and generally establish channels for dialog and cooperation.

5. Service

This category includes all aspects of citizenship such as committee leadership, initiatives on committees, committee membership, institutional service, service to the profession, public/constituency relations, serving as faculty advisor to student organizations, , etc. Participation on ad-hoc committees created by departments and colleges, initiative shown in participating in open houses (departmental, corporate outreach or marketing) are also taken into account.

6. Promotion

- Eligibility for promotion is open to all full-time faculty members and is based on the criteria and metrics outlined in Sections 2-5 as applicable to the respective academic rank.
- All candidates for promotion should have demonstrated leadership in program and curricular development (Section 4) and excellence in at least two of the remaining areas.
- In addition to the individual achievements, the merits of the promotional case are considered in context of institutional needs, such as financial projections, and academic direction of the school and department,
- There is no rigid schedule for promotion, although minimum number of years in rank before promotion expected.

7. Review

This administrative policy will be reviewed periodically and revised when deemed necessary by the Faculty Council of Metropolitan College