

Department Standards of Excellence

Effective Calendar Year 2022

*Department of Psychology
College of Letters and Sciences
Columbus State University*

A. Department Standards of Excellence

The Department Standards of Excellence communicate the department's expectations of faculty as relevant to annual evaluation, pre-tenure, tenure, promotion, and post-tenure reviews. Departmental Standards of Excellence will constitute the primary basis on which tenure, promotion, and post-tenure recommendations are made at the College level.

These standards shall be consistent with policies outlined in the COLS *Promotion, Tenure, and Other Faculty Evaluation Policies and Procedures* (8/24/18), CSU's *Promotion, Tenure, and Other Faculty Evaluation Policies and Procedures* (10/17/17), the CSU Statutes, and the CSU Faculty Handbook.

The Standards shall be reviewed annually. A majority vote of the tenured faculty in the department nominates the department standards as well as changes to the standards the department wishes to establish. The department chair, dean, and provost must approve nominated standards and changes to the standards before they take effect.

The Standards will identify the criteria by which the department evaluates performance in the areas of teaching effectiveness, research, scholarly or creative engagement, and service to the institution, profession and community. In the annual review process the department chair will evaluate each faculty member's performance in each of the three areas as either unsatisfactory, satisfactory, or excellent. Evaluators should take into consideration all evidence provided by the faculty member being evaluated.

B. Pre-tenure Review and 3rd Year Review for Lecturers

Refer to the university and college policies regarding pre-tenure review and 3rd year review for lecturers.

C. Evaluation for Promotion and Tenure

Refer to the university policy regarding evaluation for promotion and tenure.

Promotion Eligibility:

Refer to the university and college policies regarding promotion eligibility.

Areas of Review:

1. Teaching effectiveness
2. Research, scholarly or creative engagement
3. Service to the institution, profession and community

Professional growth and development is expected and is considered in the evaluation of the areas reviewed.

Promotion Criteria:

Refer to the university and college policies regarding promotion criteria.

Columbus State University's Promotion and Tenure Procedures detail the steps, requirements, and timeline for application, including Deans' notification to candidates of their eligibility, steps and procedures at the department and college levels, and decisions of the provost and president to approve or deny.

General Department Guidelines for Promotion

Senior Lecturer – Promotion to the rank of Senior Lecturer should be based on demonstrated teaching ability (see Annual Review table in Section G).

Associate Professor– A successful application for promotion to the rank of Associate Professor or Professor will generally require evidence of peer reviewed publication and/or applied research/work (see Annual Review table in Section G). Faculty promoted to Associate Professor must generally evidence satisfactory in three areas and excellent in two out of three areas (one of which must be teaching) for the years leading up to application for promotion or tenure according to the annual review standards (See Table in Section G).

Professor- A successful application to promotion to the rank of Professor must demonstrate, through a sustained record of scholarly publications and/or applied work (see Annual Review table in Section G), the ability to communicate to professional peers the knowledge and insights gained from the exploration of their area of specialization while in residence at Columbus State University. Faculty promoted to Full Professor must generally evidence satisfactory in three areas and excellent in two out of three areas (one of which must be teaching) for the years leading up to application for promotion according to the annual review standards (See Table in Section G).

Initial Appointment at Associate or Professor

Refer to the university policies regarding initial appointment at associate or professor.

D. Tenure Eligibility

Refer to the university and college policies regarding tenure eligibility.

In accordance with the COLS policy: Regarding the Evaluation of Teaching Performance. Faculty members who have been granted a reduced teaching load for any authorized reason (e.g., administrative responsibilities or high research productivity) will not have that fact used against them in evaluations of their teaching performance, although they will still have to demonstrate teaching excellence to qualify for tenure and/or promotion.

General Department Standards for Tenure

Evidence of peer reviewed publication and/or applied research/work (see Annual Review table in Section G) will generally be necessary for a positive tenure decision. Faculty promoted to Associate Professor must generally evidence satisfactory in three areas and excellent in two out of three areas (one of which must be teaching) for the years leading up to application for promotion or tenure according to the annual review standards (See Table in Section G).

E. Tenure upon Appointment

Refer to the university and college policies regarding tenure upon appointment.

F. Post Tenure Review

Minimum expectations for satisfactory performance follow below. The Professional Development Plan must address plans for continuous teaching effectiveness and indicate a research emphasis or a service emphasis.

Review Area	Expectation for a Satisfactory Rating ¹
Teaching effectiveness	<p>The faculty member has effectively fulfilled all instructional responsibilities appropriate to the respective position and rank, to include the following:</p> <ul style="list-style-type: none"> ● Remaining sufficiently current in the subject matter ● Addressing all appropriate learning objectives ● Using feedback from student and peer evaluations to adjust instruction as appropriate ● Mentoring and advising students according to department and program needs ● Fulfilling all instructor obligations specified in the faculty handbook ● Teaching courses at all appropriate levels and according to modalities (i.e., hybrid, face-to-face, online) assigned by the chair

¹ The College Post-tenure Review Committee is encouraged to recognize excellent performance by the faculty member but the ratings available in Post-tenure Review are Unsatisfactory and Satisfactory. The committee review letter should elaborate on what it sees as outstanding performance worthy of merit consideration.

<p>Research, scholarly or creative engagement</p>	<p>The faculty member has maintained appropriate awareness of changes in the field and maintained a level of scholarly activity necessary to support assigned programs of study. Evidence of scholarly activity and engagement in the field may include one or more of the following:</p> <ul style="list-style-type: none"> ● Peer-reviewed publication ● Presentations at professional meetings ● Maintaining an active program of research in the assigned program of study ● Applying for/acquisition of grants ● Applied research/work product <p>A faculty with a research emphasis should demonstrate an ongoing, productive research/creative agenda that includes publications or presentations at professional meetings. Other evidence may be appropriate (See annual review guidelines).</p>
<p>Service to the institution, profession, and community</p>	<p>Faculty with either emphasis should demonstrate effectiveness in the following areas:</p> <ul style="list-style-type: none"> ● Service on department committees and assignments (e.g., mentoring junior faculty, developing program resources) ● Participation in college and/or university committees ● Regular, consistent, and constructive participation in department, college, and/or university meetings and commencement ceremonies <p>A faculty member with a service emphasis should demonstrate a substantial service contribution in the community (and related to the applicant’s disciplinary expertise) or within the institution, to include leading department, college or university committees, and a prominent role in service to the institution, community, or the profession. Evidence should be presented that the service has been effective.</p>

G. Annual Evaluation of Faculty

Refer to the university policies regarding annual evaluation of faculty.

Pre-tenure Review Procedures and Procedures for third year review of lecturers

Refer to university policies. Lecturers undergoing third-year review should follow the same procedures where applicable to the review of teaching performance.

Promotion and Tenure Procedures

Refer to university policies.

Annual Review Process, Areas of Review, and Ratings Criteria

Faculty members are responsible for documenting their specific accomplishments, and the quality and significance of those accomplishments, in a portfolio submitted to the department chair by February 15 of each year. The department chair reviews accomplishments against the objectives established and approved by the faculty member and the department chair in the previous year’s annual review meeting. Following review of the previous year’s performance, the faculty member, in consultation with the department chair, will establish goals to serve as the basis for the following year’s annual review.

The annual evaluation involves the creation of a portfolio by the faculty member under review, a scheduled meeting in the spring with the faculty member’s department chair, a written response from the department chair as to the faculty member’s performance in the three areas of review—teaching, research, and service—and the faculty member’s signature on a statement indicating acknowledgement of the evaluation. The document outlines specific contents required in the portfolio, including teaching evaluations, sample syllabi and other course documents, and self-evaluation narratives written by the faculty member.

For annual review, considerations of tenure and promotion, and post-tenure review, candidates will be reviewed in the three areas and by the standards identified in the table that follows. In the annual review process the department chair will evaluate each faculty member’s performance in each of the three areas as either unsatisfactory, satisfactory, or excellent (3 point scale). If neither satisfactory nor excellent is achieved, then unsatisfactory will be the default rating.

Review Area	Types of Evidence	Evidence of satisfactory performance will include documentation that the instructor <u>meets each of the</u> following criteria. .	Evidence of excellent performance will include <u>at least one type of</u> the following...
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Teaching ²	Student evaluations	<ul style="list-style-type: none"> documentation that instructor meets relevant obligations receives student evaluations typically ≥ 3 or including a rationale if evaluations are lower or evidence via other metrics of course evaluation responds appropriately to student concerns <p><i>or</i></p> <ul style="list-style-type: none"> performance otherwise judged by the department committee, chair, and/or Dean to be satisfactory 	<ul style="list-style-type: none"> receives overall positive student evaluations and/or including a rationale if evaluations are lower maintains appropriately high student expectations (in alignment with APA 2.0 and department curriculum) shows evidence of instructional effectiveness (E.g., in lieu of student evaluations, for example when too few respond, faculty may elect to instead or additionally include other metrics of course evaluation such as student pre-post tests, learning objectives assessments, in class midterm course evaluations) <p><i>or</i></p> <ul style="list-style-type: none"> performance otherwise judged by the department committee, chair, and/or Dean to be exemplary
	Peer evaluations	<ul style="list-style-type: none"> obtains written feedback on one's teaching each year, based on peer observations of teaching <p><i>or</i></p> <ul style="list-style-type: none"> performance otherwise judged by the department committee, chair, and/or Dean to be satisfactory 	<ul style="list-style-type: none"> effectively utilizes peer feedback as a means for improving teaching and learning <p><i>or</i></p> <ul style="list-style-type: none"> performance otherwise judged by the department committee, chair, and/or Dean to be exemplary

² The department chair will evaluate the areas of teaching effectiveness below allowing for varying emphases on the components to reflect differences in load, specialization, and circumstances. The areas are not necessarily equally weighted. However, student course evaluations *should not* be utilized as a sole criterion for assessing a faculty member's teaching effectiveness within an annual evaluation, tenure determination, or promotion decision. Department chairs should also consider unusual grade distributions, high attrition rates, class cancellations and faculty availability to students and colleagues. For further details on any category of teaching effectiveness, see university standards.

Teaching load	<ul style="list-style-type: none"> ● teaches appropriate load as required of department workload policy ● documentation of adherence to department policy (e.g., syllabi) <i>or</i> ● performance otherwise judged by the department committee, chair, and/or Dean to be satisfactory, 	<ul style="list-style-type: none"> ● teaches a variety of courses (e.g., multiple different preps within and/or across semesters) ● develops or prepares new courses ● adopts new delivery methods or improves upon existing methods ● engagement in multiple teaching load activities (above and beyond that detailed in the satisfactory performance category) <i>or</i> ● performance otherwise judged by the department committee, chair, and/or Dean to be exemplary.
Pedagogy	<ul style="list-style-type: none"> ● shows a documented commitment to updating existing courses as necessary ● regularly reviews teaching materials and instructional techniques, ● assesses and documents student learning in courses <i>or</i> ● performance otherwise judged by the department committee, chair, and/or Dean to be satisfactory 	<ul style="list-style-type: none"> ● innovation in course delivery, or development of new course content, ● documented <u>evidence</u> of student learning in courses, ● direction or development of international, interdisciplinary or Honors education initiatives, ● provides students with experiential or high impact learning opportunities, ● frequently directs student research ● engagement in multiple pedagogy activities (as detailed in the satisfactory performance category) <i>or</i> ● performance otherwise judged by the department committee, chair, and/or Dean to be exemplary.
Advising, mentoring, & student recruitment	<ul style="list-style-type: none"> ● participates in student advising as directed by the department chair ● assists with job referrals, graduate school resources, internships, or letters of recommendation 	<ul style="list-style-type: none"> ● takes on an unusually high advising load relative to other members of the department ● participates in orientation and visitation activities; ● multiple mentorships, job referrals, graduate school advising or internships or letters of recommendation ● frequently directs student research and/or oversees student presentations, undergraduate publications, or presentations

		<p><i>or</i></p> <ul style="list-style-type: none"> • performance otherwise judged by the department committee, chair, and/or Dean to be satisfactory 	<ul style="list-style-type: none"> • oversee Honor’s thesis or serve on Honor’s thesis committee • engagement in multiple advising, mentoring, and student recruitment activities (as detailed in the satisfactory performance category) <p><i>or</i></p> <ul style="list-style-type: none"> • performance otherwise judged by the department committee, chair, and/or Dean to be exemplary.
	Faculty development activities in teaching	<ul style="list-style-type: none"> • takes appropriate steps to remain current in areas related to assigned instructional responsibilities (i.e., subject matter being taught) <p><i>or</i></p> <ul style="list-style-type: none"> • performance otherwise judged by the department committee, chair, and/or Dean to be satisfactory 	<ul style="list-style-type: none"> • provides evidence of participation in development activities shown to enhance student learning or the academic offerings of the department (i.e., pedagogical exploration and growth) • provides evidence of personal growth and improvement over time • nominated for or received teaching award • evidence of handling diverse and challenging teaching assignments • applying for or securing grants for curriculum development • engagement in multiple faculty and development activities (as detailed in the satisfactory performance category) <p><i>or</i></p> <ul style="list-style-type: none"> • performance otherwise judged by the department committee, chair, and/or Dean to be exemplary
Review Area	Types of Evidence	<p>Evidence of satisfactory performance will include documentation that the instructor <u>meets each of the</u> following criteria. .</p> <p>.</p>	<p>Evidence of excellent performance will include <u>at least one</u> of the following...</p>

<p>Research & Creative Activity³</p>		<ul style="list-style-type: none"> ● makes an efforts to remain active in the assigned area of research and creative activity, as indicated by any of the following: <ul style="list-style-type: none"> ○ conference presentations, ○ manuscripts submitted for review, ○ invited research presentations delivered, ○ applied research outputs, 	<ul style="list-style-type: none"> ● publication of peer-reviewed scholarship or creative activity (e.g., peer-reviewed paper, book chapter, invited presentation) ● apply for or receive an internal or external grant related to the faculty member's academic discipline ● nominated for or received a research award ● engagement in multiple research and creative activities (as detailed in the satisfactory performance category) <i>or</i> ● performance otherwise judged by the department committee, chair, and/or Dean to be exemplary
		<ul style="list-style-type: none"> ○ membership in professional scientific society/organization ○ evidence of progress on an ongoing research project <i>or</i> ● performance otherwise judged by the department committee, chair, and/or Dean to be satisfactory 	
<p>Review Area</p>	<p>Types of Evidence</p>	<p>Evidence of satisfactory performance will include documentation from at least two of the following types of evidence</p>	<p>Evidence of excellent performance will include documentation from at least one type of evidence...</p>

³ Refer to the University policies for additional details. Refer to the college policies regarding the Boyer Model.

Service ⁴	Institutional Service ⁵	<p>Serves in at least two of the following capacities:</p> <ul style="list-style-type: none"> ● regularly and meritoriously participates on Department, College, and/or University committees ● successfully completes administrative duties ● service on department assignments (e.g., mentoring junior faculty, developing program resources) <p><i>or</i></p> <ul style="list-style-type: none"> ● performance otherwise judged by the department committee, chair, and/or Dean to be satisfactory 	<ul style="list-style-type: none"> ● maintains leadership roles on important Department, College, and/or University committees; ● successfully completes work-intensive administrative duties (such as department chair) ● assists in outreach efforts at the College and/or University level ● faculty mentor or coordinator for a student organization (e.g., Psi Chi) ● nominated or awarded a service award ● deliver or co-facilitate an on-campus presentation or session ● provide a peer evaluation of a faculty member ● engagement in multiple service obligations or committees (as detailed in the satisfactory performance category) <p><i>or</i></p> <ul style="list-style-type: none"> ● performance otherwise judged by the department committee, chair, and/or Dean to be exemplary
	Professional Service	<p>Serves in one or more of the following capacities:</p> <ul style="list-style-type: none"> ● reviewer, discussant, or chair in 	<ul style="list-style-type: none"> ● holds leadership roles in national, regional, or local professional organizations ● edits conference proceedings;

⁴ Refer to the University policies for additional details.





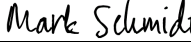


⁵ Tenured and tenure-track faculty are expected to positively and actively contribute to the shared governance of the institution. All faculty are expected to participate in assessment activities related to the courses and programs they serve.

		<p>a national, regional, or local conference;</p> <ul style="list-style-type: none"> ● ad-hoc reviewer for scientific journal, book publisher, or grant agency ● External reviewer/mentor for colleagues at other institutions <p><i>or</i></p> <ul style="list-style-type: none"> ● performance otherwise judged by the department committee, chair, and/or Dean to be satisfactory 	<ul style="list-style-type: none"> ● serves as a member of an editorial board ● judge or review student research for a national/regional/institutional meeting or student publication ● engagement in multiple professional service role capacities (as detailed in the satisfactory performance category) <p><i>or</i></p> <ul style="list-style-type: none"> ● performance otherwise judged by the department committee, chair, and/or Dean to be exemplary
	<p>Community Service⁶</p>	<p>Serves in one or more of the following capacities:</p> <ul style="list-style-type: none"> ● active contributing membership in an area or national organization ● committee membership/chairperson ● board of directors or equivalent ● professional services such as speeches, continuing education programs presented, and/or consulting (both with and without remuneration) <p><i>or</i></p> <ul style="list-style-type: none"> ● performance otherwise judged by the department committee, chair, and/or Dean to be satisfactory 	<ul style="list-style-type: none"> ● engagement in multiple community service role capacities (as detailed in the satisfactory performance category) <p><i>or</i></p> <ul style="list-style-type: none"> ● performance otherwise judged by the department committee, chair, and/or Dean to be exemplary

⁶ The College of Letters and Sciences encourages its faculty to utilize their professional expertise to collaborate with regional, national, and international entities on projects that benefit those communities. Evidence should address the scope of collaboration, the manner in which the faculty member contributed to the project(s), and the benefits derived from the project(s).

See COLS policy for Guidelines for Submitting Dossier.

I have read the faculty performance criteria for the Department of Psychology and understand that these will be the standards of excellence for evaluation in this department.

Name	Signature	Date
Aisha Adams	<small>DocuSigned by:</small>  <small>DocuSigned by: 24D8...</small>	2/11/2022 3:31 PM EST
Tiffany Berzins	 <small>DocuSigned by: 4EB...</small>	2/11/2022 3:58 PM EST
Stephanie da Silva	 <small>DocuSigned by: 4C5...</small>	2/11/2022 2:48 PM EST
Diana Riser	 <small>DocuSigned by: 4F0...</small>	2/14/2022 8:15 AM EST
Mark Schmidt	 <small>DocuSigned by: 4DB...</small>	2/11/2022 2:03 PM EST
Brandt Smith	 <small>DocuSigned by: 87CA15C7F00849C...</small>	2/13/2022 11:11 AM EST
Approved by:		
Annice Yarber Allen	<small>DocuSigned by:</small>  <small>38496E7759CD4EE...</small>	2/14/2022 10:11 AM EST