

Columbus State University

College of the Arts

STANDARDS OF EXCELLENCE

1. General Policy

The College of the Arts will follow all procedures for evaluation, promotion, and tenure outlined in the Faculty Handbook of Columbus State University. Departments in the College of the Arts shall develop and maintain Standards of Excellence as prescribed in the university policy. All department-level policies regarding faculty reviews, promotion, and tenure shall be consistent with college and university policies. Departmental Standards of Excellence will constitute the primary basis on which tenure, promotion, and post-tenure recommendations are made at the College level. In the event of a conflict between a university policy and a department policy, the university policy shall apply. In the event of a conflict between a college policy and a department policy, the college policy shall apply.

Areas of Evaluation

2.1 Overview

All full-time Tenure Track, and all FT non-tenure track faculty with professorial rank (Assistant, Associate, or Full Professor) will be evaluated in each of the following areas:

- Teaching and Effectiveness in Instruction
- Research, Scholarship, Creative Activity or Academic Achievement
- Service to the Institution, Profession, or Community
- Student Success

Additionally, all faculty are expected to provide evidence of engagement in professional growth and development activities. Faculty are encouraged to utilize multiple sources of evidence (i.e., students, peers, and self) to demonstrate achievement of the standards of excellence. All evidence should be submitted within Faculty Success.

2.2 Teaching and Effectiveness in Instruction

The faculty member will be evaluated on the effectiveness of assigned academic duties. The evaluation should include an assessment of both instructional quality and the quality of learning. Student evaluations using the standard campus instrument are required.

Faculty evaluations by students must have the improvement of teaching effectiveness and student learning as its main focus; these should be considered as formative, not summative, evaluations. Data from Student Course Evaluations and Surveys must be included. When extracting qualitative data from a course, such as student open responses, all responses for a given survey question must be submitted for the course or none at all.

Peer evaluations will have an emphasis placed on the faculty member's professional development across the scope of their responsibilities (i.e., teaching, student success, research, service). Peer evaluations shall be conducted by departmental peers but, when permitted by departmental standards, may also include reviewers external to the college or institution for the evaluation of research and professional activity. ([Board of Regents Policy \(BOR\) Manual 8.3.5.1](#))

2.3 Research, Scholarship, Creative Activity, or Academic Achievement

Faculty are expected to engage in scholarly work or creative activity appropriate to the mission of their department and discipline, or as a part of their scholarship of teaching and learning. All faculty must demonstrate that they are active and creative participants in the growth of knowledge in their respective fields. Departmental standards will outline the types of activity appropriate to each discipline, with stronger evidence found in peer-reviewed work, whether published, presented, or performed. The record of recognition may also include awards, prizes, honors, exhibitions, critical reviews, publications, artistic production, and successful research proposals.

2.4 Service to the Institution, Profession, or Community

The university expects faculty at all professorial ranks to be available to students and colleagues, to accept appropriate committee assignments, and to actively participate in departmental, college, university and university system activities.

Faculty members shall present evidence of their participation in service activities relevant to *the institution, the profession, and the community*.

- Institutional service can include various forms of active engagement, committee work at the department, college, and university levels, Faculty Senate activities, and major institution and/or system initiatives.
- Service to the profession should include discipline-related service in local, state, regional, national, and international organizations as appropriate to the faculty member's rank, discipline, and responsibilities.
- Community service should reflect activities where the faculty members utilized their professional expertise or served as a representative of the university. ([BOR 8.3.6](#))

2.5 Student Success

Faculty are expected to provide evidence of their role in students' accomplishments and their participation in efforts that promote student success. Faculty should note examples of these success initiatives, including both evidence of individual student success and efforts to systematically enhance success for all students. These initiatives and evidence may include, *inter alia*, course redesigns based on experiential learning, evidence-based teaching, and aligned learning outcomes; utilizing early alerts, proactive advising, flexible course structures, and mentorship to support student persistence; efforts to actively connect students to resources at the institution to support post-graduation plans; supporting student presentations at conferences, competitions, exhibitions, and juries; internship opportunities; the receipt of student awards; embedding active learning, high-impact practices (HIPs), and formative assessments in teaching; publicly engaged scholarship or advocacy by students; supporting students in applications for graduate school, professional school, or employment; documented post-graduation student employment outcomes; and enhancing service opportunities.

3. Evaluation Criteria and Pathways to Tenure and Promotion

3.1 General Criteria

All members of the Corps of Instruction have pathways to promotion and/or tenure as established by the USG and outlined in this document and within the departmental standards of excellence. Members of the Corps of Instruction include full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, principal lecturers, and teaching personnel with such other titles as may be approved by the Board. ([BOR 3.2.1.1](#))

Tenure-Track (TT) Faculty: A candidate for tenure or promotion to assistant or associate professor must exceed expectations or be exemplary in teaching effectiveness and **must exceed expectations or be exemplary** in either student success, research/creative activity or service and at least **meet expectations** in the remaining categories. A candidate for promotion to full professor must exceed expectations or be exemplary in teaching effectiveness and exceed expectations or be exemplary in two of the remaining performance categories (student success, research/creative activity, or service) and at least meet expectations in the remaining category. The first year a candidate may be reviewed for tenure or promotion in the standard timeframe is the fall of their 5th year of full-time service. If the candidate is recommended for tenure and/or promotion at the end of that review, the award of tenure and their new rank will become effective with their 6th year contract. In order to be promoted in rank, faculty should be performing at the level of expectations for the *next-higher* rank.

Tenured Faculty (TF): A tenured faculty member seeking promotion to the rank of assistant or associate professor or undergoing annual evaluation or post-tenure review must exceed expectations or be exemplary in teaching effectiveness and exceed expectations or be exemplary in either student success, research/creative activity, or service and at least meet expectations in the remaining categories. A tenured faculty member seeking promotion to full professor must exceed expectations or be exemplary in teaching effectiveness and exceed expectations or be exemplary in two of the remaining performance categories (student success, research/creative activity, or service) and at least meet expectations in the

remaining category. In order to be promoted in rank, faculty should be performing at the level of expectations for the next-higher rank.

Non-tenure Track (NTT) Faculty: A candidate for promotion must exceed expectations or be exemplary in teaching effectiveness. If departmental standards require recognized student success, research/creative activity, or service, candidates can include evidence to demonstrate meeting expectations. Departmental expectations for non-tenure track faculty must be different from expectations for tenure-track and tenured faculty.

All faculty are expected to engage in professional development activities appropriate for their rank.

3.2 Performance Criteria for Tenure and Promotion for Tenure Track Faculty Ranks

The USG establishes minimum service criteria for the award of promotion ([ASAH 4.6](#)) and the award of tenure ([BOR 8.3.7.2](#)). Only assistant professors, associate professors, and professors are eligible for tenure.

The maximum time that may be served at the TT rank of assistant professor or above without the award of tenure shall be seven (7) years. Exceptions include (i) an approved tenure-clock suspension due to a leave of absence approved by the President or (ii) a proffered terminal contract for an eighth year if a tenure application is not approved by the President ([BOR 8.3.7.6](#)).

A maximum of two years of interruption may be given at the discretion of the President. If the approved leave of absence by the President is based on birth or adoption of a child, or disability or prolonged illness of the employee or immediate family member, the five-year probationary period may be suspended during the leave of absence ([BOR 8.3.7.4](#)).

The maximum time that may be served in combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure shall be ten years, but a terminal contract for the eleventh year may be proffered if a recommendation for tenure is not approved by the President. Except for the approved suspension of the probationary period due to a leave of absence, the maximum period of time that may be served at the rank of full-time instructor shall be seven years ([BOR 8.3.7.6](#)).

Table 1 outlines the minimum years in rank required for promotion and/or tenure consideration. The timeline assumes no prior credit awards for the probationary period. Please refer to the [CSU Faculty Timeline](#) for a schedule of required faculty performance reviews by year.

Table 1. Timeline for Promotion and Tenure Considerations.

Promotion Rank under Consideration	Minimum Service Requirement
Instructor	Entry-Level Position*
Assistant Professor	Entry-Level Position or Promotable from Instructor once terminal degree is earned
Associate Professor	5 Years as Assistant Professor
Professor	5 Years as Associate Professor
<i>*May accrue time toward tenure if prior credit is approved in writing by the president at the time of an initial appointment at the rank of Assistant Professor or higher (BOR 8.3.7.4)</i>	

3.3 General Performance Expectations for Tenure Track Faculty Ranks

Professorial ranks are linked to the different levels of experience, expertise, and accomplishment for faculty members at different stages of their academic career. Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank. When a faculty member's experiences and accomplishments evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a case for promotion.

The College of the Arts follows university standards for Pre-Tenure Review and Post-Tenure Review. Please refer to the Faculty Handbook for details on the process.

3.3.1 Assistant Professors:

Assistant Professors must possess the terminal degree or its equivalent. The primary focus for Assistant Professors is establishing their academic career. Early work may have limited or local significance but is expected to grow in depth, focus, significance, recognition, and productivity over time.

3.3.2 Associate Professors:

As associate professors, the specialty areas, expertise, and professional identities should become more advanced, more clearly defined, and more widely recognized as their academic career progresses. Typically, the faculty member's roles and contributions grow towards significance, leadership, and initiative as the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the University.

3.3.3 Professors:

Professors are senior members of the faculty who have become highly accomplished in their academic careers. They are leaders, mentors, scholars, and experts with strong records of contribution and leadership. Professors make significant contributions to knowledge through scholarship/creative activity, teaching, student success, or professional service, with accomplishments that merit regional, national, or international recognition. Once faculty members are promoted to full professor rank, they are expected to continue to contribute at the level of accomplishment associated with the full professor rank. As senior members of the faculty, the institution expects full professors to lend their knowledge and experience in service to the institution.

3.3.4 Professional Development Plan

Professional Development Plans (PDP) serve as five-year guides to assist in the annual evaluation process. The plan is created after a careful review of the Standards of Excellence and specifies goals with identified milestones, a time frame, activities, and resources needed to assist the faculty member in achieving those goals, and an ongoing evaluation plan.

New faculty members develop a three-year PDP in consultation with the Department Chair or appropriate supervisor to enhance eligibility for tenure and/or promotion. A plan for the remaining two years will be developed in consultation with the department chair after the pre-tenure review.

After the initial award of tenure, the faculty member, in consultation with the Department Chair, will create a five-year Post-Tenure Professional Development Plan to review and monitor progress toward future milestones. Goals and milestones of all PDPs will be re-evaluated during the annual review and can be adjusted as needed.

Table 2. Performance Expectations by Academic Rank

3.4 Performance Criteria for Promotion for NON-Tenure Track Faculty Ranks

1. Faculty members in NTT positions are not eligible for tenure. However, promotion is attainable for individuals hired as lecturers and those hired in non-tenured professorial ranks. Probationary credit toward tenure shall not be awarded for service in non-tenure track positions, except for lecturers and senior lecturers. ([BOR 8.3.8](#))

Table 3. Timeline for NTT Faculty Promotion Considerations.

ACADEMIC RANK	GENERAL EXPECTATIONS AT CURRENT RANK
Instructor	3 Years as Instructor
Lecturer	Entry-Level Position
Senior Lecturer	6 Years as Lecturer*

**In exceptional cases, candidates may apply in three years ([ASAH 4.6](#)). add policy 8.3.8*

Table 4. Performance Expectations by Rank- NTT

ACADEMIC RANK	GENERAL EXPECTATIONS AT CURRENT RANK	PROMOTION EXPECTATIONS
INSTRUCTOR	- Serves in this rank and pursues a terminal degree appropriate for their discipline, with reasonable timelines for completion as determined by the hiring manager - Successfully establishes, develops, and refines teaching instruction or other primary job duties - Engages in student success activities - Contributes to service that is consistent with the responsibilities of the position	- Completes terminal degree or discipline equivalency - Exceeds expectation or is exemplary in teaching effectiveness and instruction - Shows potential for professional growth in student success, research/creative activity, or service
Lecturer	- Lecturers are annual appointments. - Provides exceptional teaching in assigned courses (i.e., primarily in the core or lower-level courses within the department; can also provide skills-based instruction such as labs). - Engages in student success activities. - Contributes valuable service that is consistent with the responsibilities of the position; consults with the department chair, school director, and/or dean prior to engaging in the activity. - Meets the department criteria for retention and possible promotion to Senior Lecturer - Undergoes 3rd year and 5th year reviews if not interrupted for promotion.	- Reappointed after the 5th year of service. - Exceeds expectations or is exemplary in teaching effectiveness and instruction - Meets established expectations in research, scholarship, professional growth, or creative activity, if required by the department. - Provides evidence in the portfolio to support outstanding engagement in student success activities in teaching, scholarship, service, or creative activity. - Acquires the approval of the President for promotion to Senior Lecturer (BOR 8.3.8). Reappointment of a lecturer who has completed six consecutive years of service to an institution will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution and if the institution determines that there is a continued need for the lecturer (BOR 8.3.8.2)

Senior Lecturer	• Reappointment criteria are the same as the Lecturer.	
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3.4.1 Non-Tenure Track Faculty with the Rank of Assistant, Associate, or Full Professor

With the approval of the Chancellor, institutions are authorized to establish non-tenure track professional positions. These positions are designated as Academic Professionals and would apply to a variety of academic assignments that call for an academic background similar to that of a faculty member with professorial rank, but which are distinctly different from professorial positions.

The following stipulations apply to all Academic Professional positions:

1. The position requires an appropriate terminal degree, or in rare and extraordinary circumstances, qualification on the basis of demonstrably successful related experience, which exception is expressly approved by the institution President;
2. The Academic Professional designation may not be assigned to a position where the teaching and research responsibilities total 50% or more of the total assignment; and
3. The position is not a tenure-track position, and the holder of the position is not eligible for consideration for the award of tenure or probationary credit toward tenure.