

**Columbus State University  
College of Letters and Sciences  
Promotion, Tenure, and Other Faculty Evaluation Policies and Procedures**

<b>Overview</b>	<b>2</b>
<b>A. Department Standards of Excellence</b>	<b>2</b>
<b>B. Pre-Tenure Review and 3rd Year Review for Lecturers</b>	<b>2</b>
<b>C. Evaluation for Promotion and Tenure.</b>	<b>3</b>
COLS-specific Promotion Criteria:	3
<b>D. Tenure Eligibility</b>	<b>3</b>
COLS-specific Criteria for Tenure	3
COLS Standards of Excellence	4
<b>E. Tenure Upon Appointment</b>	<b>4</b>
<b>F. Post-tenure Review</b>	<b>4</b>
<b>G. Annual Evaluation of Faculty</b>	<b>6</b>
Pre-tenure Review Procedures and Procedures for Third-year Review of Lecturers	6
Promotion and Tenure Procedures	6
Annual Review Process, Areas of Review, and Ratings Criteria	6
Evaluation of Research & Creative Activity	6
<b>Guidelines for Submitting Dossier For Pre-Tenure Review, Tenure, Promotion, and Post-Tenure Review</b>	<b>10</b>

## **Overview**

*This document articulates COLS-specific policies and expectations, aiming to avoid any duplication of university policies and procedures. In the event of a conflict between a university policy and a college policy, the university policy shall be applied. Faculty and administrators who participate in the faculty evaluation, promotion, tenure, and post-tenure review processes should familiarize themselves with the official university policies and procedures and the applicable department Standards of Excellence.*

## **A. Department Standards of Excellence**

Departments in the College of Letters and Sciences 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. 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.

## **B. Pre-Tenure Review and 3<sup>rd</sup> Year Review for Lecturers**

The College of Letters and Sciences follows university policies and procedures for pre-tenure review. Given that formal feedback is vital to the continuous growth and success of all faculty, the College also requires a 3<sup>rd</sup> year review for Lecturers, following a process that parallels the university pre-tenure review process and timeline.

The 3<sup>rd</sup> Year Review for Lecturers should include a 4-year Professional Development Plan designed to lead to the individual's successful application for promotion to Senior Lecturer. A committee of the individual faculty member's peers and their annual evaluator review their past performance and Professional Development Plan for the purpose of identifying strengths and weaknesses and making suggestions for enhancement of strengths and remediation of weaknesses. Participation in this process does not assure that a promotion will be awarded.

## **C. Evaluation for Promotion and Tenure.**

Please refer to university policies on evaluation for promotion and tenure, promotion eligibility, areas of review, and promotion criteria.

### **COLS-specific Promotion Criteria:**

Institutional policies specify criteria for promotion to the ranks of Senior Lecturer, Associate Professor, and Professor. A successful application for promotion to the rank of Associate Professor or Professor will generally require evidence of peer reviewed publication. The necessary quantity and quality of such publication will be determined by departmental tenure and promotion standards, as well as the judgment of those faculty and administrators reviewing the promotion file. While members of the College Tenure and Promotion Committee are expected to exercise their own independent judgment, they should also give due deference to departmental Standards of Excellence, and to the recommendations of the chair and members of the department in question. Additional COLS-specific guidelines for promotions to these ranks are the following:

*Associate Professor*– There must be evidence that the individual is developing professionally and is contributing to his/her field, generally documented by peer-reviewed publication. Although not a sufficient condition for promotion, success in securing external research funding will also be considered as positive evidence of professional growth and development. In addition, a successful candidate for promotion to Associate Professor must document satisfactory service to his or her campus, community and/or profession.

*Professor* –Candidates must demonstrate, through a sustained record of scholarly publications, applied research, and/or artistic work, 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. Departmental standards should address what constitutes a sustained record.

University policy addresses initial appointments at the Associate Professor or Professor level.

## **D. Tenure Eligibility**

Please refer to the university policies for eligibility requirements for tenure, review areas, and criteria for tenure.

### **COLS-specific Criteria for Tenure**

Evidence of peer reviewed publication will generally be necessary for a positive tenure decision. The necessary quantity and quality of such publication will be determined by departmental tenure and promotion standards as approved by the Dean and Provost.

## COLS Standards of Excellence

The College of Letters and Sciences recognizes the critical role played by disciplinary specialists in determining the criteria used for documenting satisfactory performance and excellence within each field. Therefore, departmental Standards of Excellence will constitute the primary basis on which tenure, promotion, and post-tenure recommendations are made at the College level. However, the College does set certain expectations for tenure, promotion, and post-tenure review, and these are detailed below.

For the purposes of evaluations regarding tenure, promotion, or post-tenure review (as opposed to annual evaluations), those colleagues and administrators involved in the evaluation process will consider the totality of the candidate's performance during the relevant time period when making their assessments. Using their best professional judgment, they will determine the appropriate weight to be given to each of the criteria above, and to all other documentation provided by the candidate.

**Regarding the Evaluation of Teaching Performance.** Faculty members who have been granted a reduced teaching load for any authorized reason (e.g., administrative responsibilities) 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.

## E. Tenure Upon Appointment

Please refer to the university policies regarding tenure upon appointment.

## F. Post-tenure Review

Please refer to the university policies and procedures regarding post-tenure review. COLS-specific minimum expectations for satisfactory performance follow below; departments may determine additional expectations that are appropriate to their programs. The Professional Development Plan must address plans for continuous teaching improvement and indicate a research emphasis or a service emphasis.

Review Area	Expectation for a Satisfactory Rating <sup>1</sup>
Teaching effectiveness	The faculty member has effectively fulfilled all instructional responsibilities appropriate to the respective position and rank, to include the following: <ul style="list-style-type: none"><li>● Remaining sufficiently current in the subject matter</li><li>● Addressing all appropriate learning objectives</li></ul>

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<sup>1</sup> 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.

	<ul style="list-style-type: none"><li>● Using feedback from student and peer evaluations to adjust instruction as appropriate</li><li>● Mentoring and advising students according to department and program needs</li><li>● Fulfilling all instructor obligations specified in the faculty handbook</li><li>● Teaching courses at all appropriate levels and according to modalities assigned by the chair</li></ul>
Research, scholarly or creative engagement	<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.</p> <p>A faculty with a research emphasis should demonstrate an ongoing, productive research/creative agenda that includes publications or presentations at professional meetings.</p>
Service to the institution, profession, and community	<p>Faculty with either emphasis should demonstrate effectiveness in the following areas:</p> <ul style="list-style-type: none"><li>● Service on department committees and assignments</li><li>● Participation in college and university committees</li><li>● Regular, consistent, and constructive participation in department, college, and university meetings and commencement ceremonies</li></ul> <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**

Please refer to the university policies regarding annual evaluation of faculty.

### **Pre-tenure Review Procedures and Procedures for Third-year Review of Lecturers**

Procedures for pre-tenure review are specified in the university policies. Lecturers undergoing Third-year review should follow the same procedures, where applicable to the review of teaching performance.

### **Promotion and Tenure Procedures**

Procedures for promotion and tenure are specified in university policies.

### **Annual Review Process, Areas of Review, and Ratings Criteria**

University policies specific the process for annual review, areas of review, and evaluation criteria. College-specific evaluation policies and criteria follow.

### **Evaluation of Research & Creative Activity**

To encourage a variety of faculty research and scholarship contributions consistent with the university mission, the College of Letters & Sciences encourages a broad perspective on scholarship, the Boyer Model<sup>2</sup>. The College encourages scholarship in all of the following areas, and recognizes them for annual review, tenure, and promotion.

- Scholarship of Discovery – Acquisition of new knowledge within an academic discipline
- Scholarship of Integration – Synthesis of information across disciplines, within a discipline, or across time
- Scholarship of Application – Rigorous application of disciplinary expertise to problems of interest within or outside the academic discipline.
- Scholarship of Teaching and Learning – Systematic and rigorous study of teaching and learning processes.

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<sup>2</sup> Boyer, E.L., Moser, D., Ream, T.C., & Braxton, J.M. (2015). *Scholarship Reconsidered: Priorities of the Professoriate, 2nd Edition*. New York, NY: Jossey-Bass.

In addition, since grant-writing and externally sponsored programs enhance the capability of the College to achieve its mission, authorship of externally reviewed grants and external grant rewards will be regarded as evidence of scholarship.

Faculty work counted as scholarship should draw on knowledge of relevant professional literature. It requires rigorous, systematic work and public dissemination within the professional community in a peer reviewed platform. Department Standards of Excellence may take impact and journal reputation into account. Publications in for-profit journals may be valued less.

<b>Review Area</b>	<b>Types of Evidence</b>	<b>Evidence of satisfactory performance will include . . .</b>	<b>Evidence of excellent performance<sup>3</sup> will include . . .</b>
Teaching	Student evaluations	Documentation that the instructor is meeting relevant obligations, responding appropriately to reasonable student concerns, and meeting all other applicable expectations specified in the department's Standards of Excellence.	Documentation that the instructor is generally receiving positive student evaluations while maintaining appropriately high student expectations, with evidence of instructional effectiveness.
	Peer evaluations	Obtaining written feedback on one's teaching each year, based on peer observations of teaching and meeting other minimum requirements specified in the department's Standards of Excellence.	Demonstration that the faculty member has effectively utilized peer feedback as a means for improving teaching and learning, or other means specified in the department's Standards of Excellence.
	Teaching load	Documentation of multiple course preparations in a given year, the occasional preparation or development of new courses, the adoption of new delivery methods, or performance otherwise judged by the department committee, chair, and/or Dean to be generally satisfactory.	A consistent record of multiple course preparations, regular preparation or development of new courses, the adoption of multiple new delivery methods, or performance otherwise judged by the department committee, chair, and/or Dean to be exemplary.
	Pedagogy	A documented commitment to updating courses as necessary, regular review of teaching materials and instructional techniques, efforts to assess and document student learning in courses, provision of experiential learning opportunities, direction of	Implementation of high-impact instructional practices, innovation in course delivery or development of course content, documented evidence of student learning in courses, direction or development of international education initiatives, frequent direction

<sup>3</sup> An excellent rating in a particular Review Area requires at least one type of evidence supporting excellent performance.

		student research, or performance otherwise judged by the department committee, chair, and/or Dean to be generally satisfactory.	of student research, or performance otherwise judged by the department committee, chair, and/or Dean to be exemplary.
	Advising, mentoring, & student recruitment	Participation in student advising as directed by the department chair, assisting with job referrals and internships, or performance otherwise judged by the department committee, chair, and/or Dean to be generally satisfactory.	Taking on an unusually high advising load relative to other members of the department; participation in orientation and visitation activities; multiple mentorships, job referrals, or internships; frequent direction of student research; or performance otherwise judged by the department committee, chair, and/or Dean to be exemplary.
	Faculty development activities in teaching	Evidence that the faculty member is taking appropriate steps to remain current in areas related to assigned instructional responsibilities, and fulfilling any additional expectations stipulated in the department's Standards of Excellence.	Evidence of implementation of strategies shown to enhance student learning or the academic offerings of the department.
Research & Creative Activity		All efforts to remain active in the area of research and creative activity, including conference presentations, manuscripts submitted for review, invited research presentations delivered, or performance otherwise judged by the department committee, chair, and/or Dean to be generally satisfactory	The publication of peer-reviewed scholarship or creative activity; the receipt of a significant competitive external grant related to the faculty member's academic discipline; outstanding conference presentations or manuscripts submitted for review; or performance otherwise judged by the department committee, chair, and/or Dean to be excellent.
Service	Institutional Service	Regular and meritorious participation on department, College, or University committees; successful completion of administrative duties; or performance otherwise judged by the department committee, chair, and/or Dean to be generally satisfactory. Tenured and tenure-track faculty are expected to positively and actively contribute to the shared governance of the institution. All faculty are	Leadership roles on important department, College, and/or University committees; successful completion of work-intensive administrative duties (such as department chair); assistance in outreach efforts at the College or University level; or performance otherwise judged by the department committee, chair, and/or Dean to be exemplary.

		expected to participate in assessment activities related to the courses and programs they serve.	
	Professional Service	Service as a reviewer, discussant, or chair in a national, regional, or local conference; reviewing a manuscript for a journal or book publisher; or performance otherwise judged by the department committee, chair, and/or Dean to be generally satisfactory.	Holding leadership roles in national, regional, or local professional organizations; editing conference proceedings; serving as a member of an editorial board; or performance otherwise judged by the department committee, chair, and/or Dean to be exemplary.
	Community Service	(Specified in Dept. Standards of Excellence)	The College of Letters and Sciences encourages its faculty to utilize their professional expertise to collaborate with local, 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).

## Guidelines for Submitting Dossier

### For Pre-Tenure Review, 3rd Year Review of Lecturers, Tenure, Promotion, and Post-Tenure Review

Beginning at the point of pre-tenure review (or at the point of promotion or post-tenure review, for those who are hired with tenure), each faculty member should prepare and maintain a portfolio to be presented to the appropriate committees and administrators at the appropriate time. Assistant Professors, Associate Professors seeking promotion, and untenured faculty members on the tenure track should include labeled tabs for each of the items below, even if some of those tabs will be empty at various times (e.g., candidates for pre-tenure review will not have an entry for the College Tenure and Promotion Committee letter).

The faculty member's portfolio will only be accepted by the Dean's office if it includes each of the relevant categories in the order provided below.

1. **Table of Contents** with page numbers accurately conveying the location of each piece of information listed below.
2. **Cover Sheet** with signature of candidate and department chair. [Click here for tenure/promotion template \(PDF\)](#). Click here for post-tenure review template.
3. **Application for Tenure and Application for Promotion forms** (as appropriate). These forms may be found in the Faculty Handbook, Appendix IA.
4. **Letter of Application** for pre-tenure review, tenure, promotion, or post-tenure review. This is an opportunity for the candidate to summarize the case in his/her favor. Include PDP in this section. (Note that the Teaching Portfolio, item 14, will address teaching responsibilities and the teaching philosophy so that need not be addressed extensively in the Letter of Application).
5. **Departmental Standards of Excellence.**
6. **Department Committee's Recommendation** (where relevant).
7. **Department Chair's Recommendation.**
8. **College Personnel Committee's Recommendation** including the necessary signature pages (where relevant).
9. **Dean's Recommendation.**
10. **Curriculum Vitae** (current). The standard CV format may be found in the Faculty Handbook, Appendix IA.
11. **Candidate's Offer Letter or Most Recent Letter Granting Promotion and/or Tenure.** For untenured faculty, the offer letter is needed to verify eligibility for and/or credit toward tenure. For tenured faculty, this serves to document the years of service in rank, to verify eligibility for promotion. (Not required in post-tenure review).
12. **Annual Evaluations** (complete set since appointment, tenure, promotion, or last post-tenure review, where relevant).
13. **Letters of Recommendation** from colleagues in or out of the unit (optional; to be solicited and included, if desired, by the candidate).

**14. Teaching Portfolio**

- a. Description of teaching responsibilities and statement of teaching philosophy [**Target Length = 2 pages**]
- b. Supporting evidence-Compose a reflective statement that addresses efforts to support students' persistence and achievement of learning outcomes, as well as efforts to develop teaching skills in course design and/or delivery. [**Target length = 1 page**] Provide carefully selected supporting evidence to include syllabi, course artifacts (activities, materials, assignments, assessments), peer observations, Quality Matters certification, and/or records of participation in pedagogy workshops at CSU and elsewhere.
- c. Response to student feedback--Compose a reflective statement that appraises student concerns, including any subsequent modifications you have made. [**Target length = 1 page**] Provide evidence of student feedback from official course evaluations, including all statistical summaries from the past three academic years and two complete sets of student comments for each year, preferably for different course levels or delivery modes. Reviews of teaching performance should include examinations of student comments and consideration of patterns and recurring themes; the applicant is advised to provide a reflective response addressing these patterns. On occasion, even isolated comments may be of such a serious nature that a response is imperative.

**15. Evidence Regarding Research and Creative Performance** - All evidence regarding scholarship, including self-statement (optional). [**Target length = 1 page**] Candidates for tenure or promotion to associate professor should include work published prior to appointment and all work published since appointment. Tenured faculty seeking promotion to full professor or those undergoing post-tenure review should include all work published since their last successful personnel action. The applicant is encouraged to address specific efforts to incorporate this scholarship directly into teaching activities.

- 16. Evidence Regarding Campus, Professional, and Community Service** including self-statement (optional). [**Target length = 1 page**] Evidence provided should follow the order above:
1. Campus service
  2. Professional service
  3. Community service