

Rubric for Faculty Annual Performance Review

Teaching

Teaching	<p>Excellence in teaching embodies the use of best practices to improve student learning in educational and/or clinical settings. Within the learning community in the COEHP, faculty employ best practices in the areas of teacher preparation, counseling and educational leadership. The ideas and activities that constitute best practices include the use of a variety of tools and strategies to address the needs of diverse learners and the integration of technology to enhance teaching and learning. The faculty member's teaching practices demonstrate an in-depth knowledge of the field and strive to meet its highest standards as represented in their specialty association standards. Faculty model best practices within their communities of learning for future educators, school leaders, and/or clinicians who then apply similar ideas and activities in educational and/or clinical settings. They continually seek feedback from peers, mentors, and students and reflect upon the efficacy of their practice. The result of these efforts by faculty is improved learning for all students.</p> <p>For promotion at all ranks and tenure, the faculty member must achieve a rating of "excellent" on annual evaluation of teaching for at least two years.</p>		
Evidence	Unsatisfactory	Satisfactory	Excellent
<ul style="list-style-type: none">● Preparation/Time Management● Organizational Materials● Infusion of Technology● Variety of Teaching Methods● Creativity/Innovation● Collaborative Efforts● Examples of Student Work● Evaluation by Students● Special Recognition● Peer Review/Observation	<p>The faculty member seldom employs best practices in teaching within their discipline.</p> <ul style="list-style-type: none">● Lessons, syllabi, and other materials do not reflect best practices.● The faculty member infrequently employs tools and strategies that address the needs of diverse learners, nor does their practice reflect the integration of technology to enhance teaching and learning. <p>The faculty member seldom models best practices for students; thus, they rarely apply similar ideas and</p>	<p>The faculty member employs best practices in teaching within their discipline. Best-practices include but are not limited to (1) the use of a variety of tools and strategies to address the needs of diverse learners and (2) the integration of technology to enhance teaching and learning.</p> <ul style="list-style-type: none">● Lessons, syllabi, and other materials reflect use of best practices. <p>The faculty member models best practices for students who then apply similar ideas and activities in educational and/or clinical settings.</p> <ul style="list-style-type: none">● Average to above average ratings on student evaluations (e.g., 3 or above on a 5-point	<p>The faculty member consistently employs best practices in teaching within their discipline. Best-practices include but are not limited to (1) the use of a variety of tools and strategies to address the needs of diverse learners and (2) the integration of technology to enhance teaching and learning.</p> <ul style="list-style-type: none">● Use of best practices is readily apparent in their lessons, syllabi, and other materials. These materials, in fact, are exemplary and may serve as models to their colleagues. <p>Beyond modeling best practices, the faculty member provides workable procedures and assignments through which students use similar ideas and activities in educational and/or clinical</p>

<ul style="list-style-type: none"> Supervisor Interview/ Observation 	<p>activities in educational and/or clinical settings.</p> <ul style="list-style-type: none"> Consistently low ratings on student evaluations (e.g., below 3 on a 5-point scale). Examples of student work do not reflect the use of best practices. <p>The faculty member seldom collaborates within communities of learning (school/clinical professionals and other CSU faculty) as they apply best practices.</p> <ul style="list-style-type: none"> Participates minimally in program/area governance. Interacts minimally with the field. <p>The faculty member infrequently seeks feedback from peers, mentors, and students and provides no evidence that they reflect on the efficacy of their practices.</p> <ul style="list-style-type: none"> Provides no data from student evaluations. Fails to revise and update courses as needed. <p>The faculty member does not regard advising as a significant part of their teaching role.</p>	<p>scale).</p> <ul style="list-style-type: none"> Examples of student work reflect the use of best practices <p>The faculty member collaborates within communities of learning (school/clinical professionals and other CSU faculty) as they apply best practices.</p> <ul style="list-style-type: none"> Participates actively in program/area governance (e.g., PAC, curriculum revision/course design, and accreditation efforts) Works actively with community partners <p>A reflective practitioner, the faculty member seeks feedback from peers, mentors, and students; such data serve as a basis for judging and improving their practice.</p> <ul style="list-style-type: none"> Uses assessment data to evaluate teaching and improve practice. Designs and refines course materials. <p>The faculty member understands that advising—defined as constructive interactions with students—is a dimension of their teaching role.</p> <ul style="list-style-type: none"> They post adequate office hours and keep them on a 	<p>settings. The faculty member promotes best practice among colleagues.</p> <ul style="list-style-type: none"> Consistently high ratings on student evaluations (e.g., 4 or 5 on a 5-point scale). Examples of student work are exemplary and consistently reflect the use of best practices. Faculty member shares best practice strategies with colleagues through presentations, publications, and/or demonstration lessons. Special recognition in teaching Implementation of High Impact Practices within courses as defined by AACU. <p>The faculty member consistently collaborates within communities of learning (school/clinical professionals and other CSU faculty) and provides leadership as they apply best practices. There is evidence that this collaboration leads to increasing achievement among all learners.</p> <ul style="list-style-type: none"> Provides leadership in program/area governance (e.g., program coordinator, PAC chair). Provides leadership in partner schools or other appropriate agencies. Examples of student work/activities show increased impact on all learners (e.g., P-12 learners and/or teacher candidates) or involvement with community projects or advocacy efforts. <p>A reflective practitioner, the faculty member systematically and consistently seeks feedback from peers, mentors, and students; such data serve as a basis for judging and</p>
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	<ul style="list-style-type: none">● Faculty member does not regularly post office hours or, if posted, does not keep them consistently.● They are often not available to students they teach, to students seeking personal or professional guidance, or to prospective students.● They are slow to respond to emails or telephone inquiries from students. The information they convey is inaccurate, dated, or incomplete.	<p>regular basis.</p> <ul style="list-style-type: none">● They are available to students they teach, to students seeking personal or professional guidance, or to prospective students.● They respond to emails or telephone inquiries in a timely manner. The information they convey is accurate, complete, and timely.	<p>improving their practice. As a result, the faculty member improves their practice over time in a reflective manner.</p> <ul style="list-style-type: none">● Uses assessment data to evaluate program and recommend changes.● Makes significant course changes (e.g., infusion of technology, team-teaching). <p>The faculty member regards advising as a valuable part of their teaching role. As a result, they identify ways to interact with students in a positive way in academic and non-academic settings.</p> <ul style="list-style-type: none">● They post ample office hours and keep them whenever feasible.● They are consistently available to students they teach, to students seeking personal or professional guidance, or to prospective students.● They respond promptly to emails or telephone inquiries. The information they convey is accurate, complete, and timely.
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Scholarship and Professional Development

Scholarship and Professional Development	<p>Scholarship is systematized knowledge that is accurate, authoritative, and thorough. Scholarship combines theoretical knowledge with practical applications. Scholars operate within communities of learning as peers, collaborators, mentors, and leaders who construct, critically examine, and reflect upon knowledge. Scholars seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives. Scholars actively engage in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.</p> <p>For promotion to associate professorship and tenure, the faculty member must have a minimum of one peer-reviewed external publication and achieve a rating of "excellent" on annual evaluations of scholarship for at least two years.</p> <p>For promotion to full professorship, the faculty member must have a minimum of two additional peer-reviewed external publications and achieve a rating of "excellent" on annual evaluations of scholarship for at least two years.</p>		
Evidence	Unsatisfactory	Satisfactory	Excellent
<ul style="list-style-type: none">● Professional Memberships● Professional Offices● Professional Committees/Boards● Presentations● Editorial Boards/Reviews● Grants● Applied Research (Teaching/Learning)● Research (Other)● Publications● In-Service Training (P-12 Schools/Others)● Graduate or Post-Graduate Work● Participation in Professional Conferences / Meetings	<p>Faculty member operates, relative to rank and position, within limited communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge.</p> <p>Faculty member seldom seeks out and explores multiple viewpoints to enrich their intellectual life.</p> <p>Faculty member does not actively engage in a life-long learning process, sporadically acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.</p>	<p>Faculty member operates, relative to rank and position, within communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge.</p> <p>Faculty member seeks out and explores multiple viewpoints, embracing diversity as it enriches their intellectual life.</p> <p>Faculty member engages in a life-long learning process, occasionally acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.</p>	<p>Faculty member operates, relative to rank and position, at high levels of commitment within communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge.</p> <p>Faculty member continually seeks out and explores multiple viewpoints, embracing diversity as it enriches their intellectual life.</p> <p>Faculty member actively engages in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.</p> <p>Faculty member meets all criteria under "Satisfactory" and contributes to the profession in one or more of the following ways:</p> <ul style="list-style-type: none">● Serves on a review board for

<ul style="list-style-type: none">● Technology Training● Use of University/Community Resources	<p>and to improve student learning.</p> <p>Criteria described above are demonstrated in the following ways:</p> <ul style="list-style-type: none">● Participates in one or no conferences, workshops, seminars, or other professional events for consecutive years● No presentations● No peer-reviewed publication for consecutive years	<p>Criteria described above are demonstrated in the following ways:</p> <ul style="list-style-type: none">● Attends several conferences, workshops, seminars, or other professional events● Holds individual membership in relevant professional associations● Presents at local and state conferences, workshops, seminars, or other● Undertakes at least one major professional writing endeavor such as:<ul style="list-style-type: none">● Submits a peer-reviewed article, book chapter, or editorial● Writes reports for accreditation, annual reporting, etc.● Submits grant proposal● Receives internal grant funding	<p>papers and/or proposals for professional conferences</p> <ul style="list-style-type: none">● Chairs a committee of a state or national association, or holds an office in a professional organization● Presents at a national or international conference● Publishes one or more refereed articles/chapters● Publishes a book● Edits a peer-reviewed journal● Receives special recognition in research● Reviews grant proposals● Receives external grant funding
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Professionalism and Service

Professionalism and Service	<p>Professionalism comprises a body of knowledge, a set of beliefs, an array of actions or behaviors, and ethical standards that members of a profession agree are the core of their practice. The professional demonstrates in-depth knowledge of the field and strives to meet its highest standards as represented in their specialty association standards. The faculty member also strives to help the institution to achieve its mission and goals of its strategic plan . The professional educator is an active member in the learned societies and professional organizations that set the code of ethics and standards for the field. Ultimately, the professional educator is a scholar who models professionalism for students and fosters the development of the knowledge, skills, and dispositions in students which allow them to acquire, integrate, refine, and apply knowledge meaningfully throughout their lives.</p> <p>For promotion at all ranks and tenure, the faculty member must receive “excellent” ratings on annual evaluation ratings of service for at least two years.</p>		
Evidence	Unsatisfactory	Satisfactory (By achieving three points below)	Excellent
<ul style="list-style-type: none">● Departmental Committees● College Committees● University Committees● P-16 Partnerships● Department, college, university representation at state level● Professional Association Activities● Administrative Roles● Accreditation Responsibilities● Voluntary Consulting● Special Community Projects● Special Recognition in service	<p>Faculty member rarely models professionalism as defined above and as relative to rank and position.</p> <ul style="list-style-type: none">● Participates minimally in program/area governance● Serves on no college or university committees● Interacts minimally with the field	<p>Faculty member models professionalism as defined above and as relative to rank and position.</p> <ul style="list-style-type: none">● Participates actively in program/area governance● Serves on department, college, and university committees● Serves university students (e.g., advisor, student organization sponsor, student recruitment)● Works actively with partner schools or other appropriate agencies● Participates actively in relevant professional associations● Participates in civic organizations	<p>Faculty member consistently models professionalism as defined above and as relative to rank and position.</p> <p>Faculty member satisfies all criteria under “Satisfactory” and serves in one or more of the following roles:</p> <ul style="list-style-type: none">● Provides leadership in college or university governance (e.g., Program Coordinator, Search Committee Chair, Standing Committee Chair, Faculty Senate member)● Demonstrate consistent leadership engagement on committees in professional organizations at the state, regional, and/ or national level as a board member, committee member or chair.● Coordinates a significant partnership service project such as a web site for a professional organization or a fundraising event● Receives special recognition in educational or

			community service
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Criteria for Tenure & Promotion and Post-Tenure Review

CSU Promotion Criteria:

Faculty must exhibit satisfactory performance in all three areas with demonstrated excellence in two of the three (one of which must be teaching) as determined by departmental and college “Standards of Excellence” consistent with the guidelines that follow. PromotionTenurePoliciesProcedures.pdf@columbusstate.edu

CSU Tenure Criteria:

Faculty must demonstrate excellence in teaching, excellence in one of the two other areas, and satisfactory performance in the third area as determined by departmental “Standards of Excellence.” Further, the candidate’s achievements must evince the potential for long-term effectiveness at the university. In most instances, faculty will seek tenure and promotion to associate professor in the same year. PromotionTenurePoliciesProcedures.pdf@columbusstate.edu

TLC Department Promotion and Tenure Criteria:

Teaching

- For promotion at all ranks and tenure, the faculty member must achieve a rating of “excellent” on annual evaluation of teaching for at least two years.

Scholarship and Professional Development

- For promotion to associate professorship and tenure, the faculty member must have a minimum of one peer-reviewed external publication and achieve a rating of “excellent” on annual evaluations of scholarship for at least two years.
- For promotion to full professorship, the faculty member must have a minimum of two additional peer-reviewed external publications and achieve a rating of “excellent” on annual evaluations of scholarship for at least two years.
- For promotion and tenure, faculty members receiving time reassignment for scholarship purposes must exceed the minimum requirements for scholarship at their levels (i.e., associate or full professor)

Service

- For promotion and tenure, the faculty member must receive “excellent” ratings on annual evaluation ratings of service for at least two years.

TLC Post-Tenure Review Criteria:

- Faculty must demonstrate satisfactory performance in all three areas as determined by departmental/college “Standards of Excellence.”

This document has been reviewed by the Department of Teacher Education, Leadership, and Counseling tenured faculty.

Timestamp	Faculty Member
1/30/2022 19:59:44	Deniz Peker
1/30/2022 19:59:55	Deborah Gober
1/30/2022 20:05:40	Jennifer Brown
1/31/2022 8:38:01	Toni Franklin
1/31/2022 8:59:37	Saoussan Maarouf
1/31/2022 12:50:55	Erinn Bentley
1/31/2022 13:30:21	Mary Hendricks
1/31/2022 14:47:16	Thomas McCormack
1/31/2022 16:42:12	Basil Conway
2/2/2022 14:12:50	Andrea Frazier
2/2/2022 14:43:25	Paulina Kuforiji
2/3/2022 10:42:51	Sallie Miller
2/3/2022 11:41:09	Gregory Blalock
2/14/2022 16:59:07	Michael Dentzau