

Department Standards of Excellence

1/12/2012

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

The Standards of Excellence communicate the department's expectations of faculty as relevant to annual performance reviews, pre-tenure review, tenure, promotion, and post-tenure review. These standards shall be consistent with the College policies outlined in its *Tenure and Promotion Policies of the College of Letters and Sciences, Columbus State University*, as well as with institutional policies published in the CSU Statutes and the CSU Faculty Handbook. Department standards and changes in the standards are first recommended by a majority vote of the tenured faculty in the department. The Standards shall be reviewed annually and recommended standards and changes to the standards must be approved by the department chair, dean and provost before they take effect.

Such 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.

Teaching Effectiveness

At a minimum, the evaluation of teaching must include the following components:

- Student evaluation of all courses taught
- Peer or administrative evaluation
- Faculty self-assessment.

Student Evaluation - Student evaluations in all courses taught; student comments and other student feedback; (courses with response rates less than 30% and with fewer than six students may be excluded from the evaluation of teaching).

Department chairs may make appropriate comparisons to departmental and historical evaluations and consider the relationship of student evaluations to grade distributions, and differences based on course level, e.g., lower division, upper division, graduate, required and elective courses.

- Evidence of satisfactory performance will include student evaluations which are judged by the department committee, chair, and/or Dean to be generally satisfactory.
- Evidence of excellent performance will include student evaluations which are judged by the department committee, chair, and/or Dean to be exemplary.

Peer or Administrative Evaluation - Evaluations conducted by colleagues inside or outside the department (determined by the faculty member with approval of the Chair), and perhaps additional peer evaluations solicited by the candidate him/herself.

- Evidence of satisfactory performance will include peer or administrative evaluations which are judged by the department committee, chair, and/or Dean to be generally satisfactory.
- Evidence of excellent performance will include peer or administrative evaluations which are judged by the department committee, chair, and/or Dean to be exemplary.

Faculty Self-Assessment - Faculty are encouraged to provide evidence of any of the following, if applicable

Teaching Load – Examples may include, but are not limited to, number of preparations; new preparations; new course developments; new delivery methods.

- Evidence of satisfactory performance will include, but is not limited to, 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.
- Evidence of excellent performance will include, but is not limited to, 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 - Examples may include, but are not limited to evidence of innovative course or updated content development, teaching materials, and instructional techniques; experiential learning opportunities; international education activities; direction of student research.

- Evidence of satisfactory performance will include, but is not limited to, 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 student research, or performance otherwise judged by the department committee, chair, and/or Dean to be generally satisfactory.
- Evidence of excellent performance will include, but is not limited to, 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 of student research, or performance otherwise judged by the department committee, chair, and/or Dean to be exemplary.

Advising, Mentoring, Recruitment of Students - Examples may include, but are not limited to advising logs; recruitment activity / success; orientation and visitation; mentorships, job referrals and internships; undergraduate or graduate research.

- Evidence of satisfactory performance will include, but is not limited to, 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.

- Evidence of excellent performance will include, but is not limited to, 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 - Examples may include, but are not limited to, teaching seminars and workshops; training or research related to alternative delivery methods; pedagogical enhancements; and maintaining currency in teaching field.

- Evidence of satisfactory performance will include activities in this area judged by the department committee, chair, and/or Dean to be generally satisfactory.
- Evidence of excellent performance will include activities in this area judged by the department committee, chair, and/or Dean to be exemplary.

Faculty members may provide other measures of teaching effectiveness such as teaching awards, evidence of handling diverse and challenging teaching assignments, and securing grants for curriculum development. Materials presented as evidence of teaching effectiveness will be most informative if they demonstrate professional growth and improvement over time.

The department chair will evaluate the above areas of teaching effectiveness allowing for varying emphases on the components to reflect differences in load, discipline and circumstances. The areas are not necessarily equally weighted.

Department chairs should also consider unusual grade distributions, high attrition rates, class cancellations and faculty availability to students and colleagues.

Research, Scholarly or Creative Engagement

At a minimum, departmental standards must require evidence that a faculty member's work includes some externally validated research, scholarly or creative work.

Faculty should provide evidence of all scholarly, research and creative activities in the annual portfolio. The evidence will be considered within the context of the university's mission. Greater weight will be placed on peer reviewed publications, juried / invitational performances or exhibits, and competitive grants related to the faculty member's academic discipline.

- Evidence of satisfactory performance in this area will include all efforts to remain active in the area of research and creative activity, including, but not be limited to, papers and posters presented at conferences, manuscripts and grant proposals submitted for review, invited research presentations delivered, and performance otherwise judged by the department committee, chair, and/or Dean to be generally satisfactory.
- Evidence of excellent performance in this area will include the publication of peer-reviewed scholarship or creative activity; additional evidence will include, but not be limited to, the receipt of a significant competitive external grant related to the faculty member's academic discipline; outstanding papers and posters presented at

conferences; or performance otherwise judged by the department committee, chair, and/or Dean to be excellent.

Service to the Institution, Profession and Community

Faculty are expected to be available to students and colleagues, accept appropriate committee assignments, and actively participate in departmental, college, university and university system activities.

In the annual portfolio, service should be identified as service to the institution (college, university, and university system), profession or community. Each entry should include how the faculty member contributed to the advancement of the college/university mission.

Institutional Service - Faculty members are expected to participate in the internal affairs and governance of the department, college, university, and university system. Examples may include, but are not limited to, committee work, assigned administrative duties, special departmental projects and activities, and consultation with, and assistance to, college-related outreach units.

- Evidence of satisfactory performance in this area will include, but is not limited to, 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.
- Evidence of excellent performance in this area will generally include, but is not limited to, leadership roles on important department, College, and/or University committees; successful completion of work-intensive administrative duties; 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.

Professional Service - Departments should help faculty identify appropriate, discipline-specific organizations that are consistent with the faculty member's performance objectives.

- Evidence of satisfactory performance in this area could include, but will not be limited to, 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.
- Evidence of excellent performance in this area could generally include, but will not be limited to, 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 - Community service should be consistent with the University's mission. The primary motivation for community service should be the enhancement of the Columbus State University community.

Examples of community service include, but are not limited to, active contributing memberships in area organizations, committee membership / chairperson, board of directors

or equivalent, professional services such as speeches, continuing education programs presented, and consulting (both with and without remuneration).

- Evidence of satisfactory performance in this area will include performance judged by the department committee, chair, and/or Dean to be generally satisfactory.
- Evidence of excellent performance in this area will include performance judged by the department committee, chair, and/or Dean to be exemplary.

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
Stephanie da Silva	<hr/>
Rose Danek	<hr/>
Diana Riser	<hr/>
Harvey Richman	<hr/>
Mark Schmidt	<hr/>
Katherine White	<hr/>