

**Chicago State University**  
**DEPARTMENT OF GEOGRAPHY, SOCIOLOGY, HISTORY,**  
**AFRICAN AMERICAN STUDIES, & ANTHROPOLOGY**

**HISTORY AND AFRICAN AMERICAN STUDIES PROGRAMS**

***DEPARTMENTAL APPLICATION OF CRITERIA 2024-2026***

**Unit A and Unit B Faculty**

[revised March 2024]

**I. Composition and Purpose of a Department Personnel Committee (DPC)**

**A. Composition**

A Department Personnel Committee (DPC) shall be constituted in accordance with the Bylaws of the Department of Geography, Sociology, History, African American Studies, and Anthropology.

**B. Purpose**

The purpose of a Department Personnel Committee shall be to review materials submitted by faculty members of the Department seeking retention, promotion, professional advancement increase (PAI) or tenure and to provide recommendations in accordance with the CSU-UPI Contract (hereafter, referred to as the Faculty Agreement). The dates for this process are specified in the annual University evaluation timetable.

**II. Evaluation of Faculty**

**A. General Policy: Unit A & Unit B Faculty**

To receive a positive personnel recommendation, a candidate must be judged to have met the designated performance standard in each area, as required by the Faculty Agreement, for the requested personnel action. For Unit A faculty, those areas include teaching, research/creative activity, and service. Unit B Faculty retention shall be evaluated in teaching/performance of primary duties. For candidates who have not yet completed the Ph.D., a letter from the dissertation committee indicating their progress and selecting chapters from the dissertation must be included in the portfolio. In each case, the DPC will determine whether a submission has successfully met the quality necessary and appropriate for the relevant performance standard.

**B. Promotion and Tenure by Exception**

An eligible employee who applies for consideration for tenure or promotion based on exceptional performance must meet the relevant University evaluation criteria described in Sections 19.3.a.(2)(a).6 or a.7 of the 2018-2022 Contract. In addition, the employee must show evidence of exceptional performance beyond that otherwise required in two of the three areas of evaluation. An employee who does not satisfy either (1) the educational requirements for tenure described in Section 22.6.a, above, or (2) the years of service requirement specified in Section 22.6.b, above, may apply for consideration for tenure in her/his third, fourth, fifth, or sixth year of full-time service in the bargaining unit at the University on the basis of exceptional performance in at least two of the following areas: teaching/performance of primary duties, research/creative activity, or service.

**C. Evaluation Scale: Tenured/Tenure Track Faculty**

1. Faculty will be evaluated on a seven-level scale. Some rankings may not apply to some evaluation decisions; this is meant simply to clarify the order of rankings.

2. Rankings are in the following order:

Appropriate (lowest rank)

Satisfactory

Highly Satisfactory

Effective

Highly Effective

Significant

Superior (highest rank)

### III. Categories of Materials and Activities, Relative Importance, and Methods of Evaluation

#### A. Teaching/ Performance of Primary Duties

##### 1. Categories of materials and activities

###### a. Classroom performance:

- (1) Materials that **must** be submitted in the evaluation portfolio:
  - (a) Student Evaluations all courses taught for credit.
  - (b) Classroom Observations: two from peers and one from Chair **for** retention, promotion, and PAI.
  - (c) Evidence of participation in departmental assessment activities (where required; for all teaching faculty).
- (2) Materials that **may** be submitted include, but are not limited to the following:
  - (a) Additional class observation reports from other faculty members within the evaluation period
  - (b) Student evaluation forms from additional classes within the evaluation period, based on the department's established evaluation forms

###### b. Course materials:

- (1) Materials that **must** be submitted in the evaluation portfolio
  - (a) Course syllabi for each course taught during the evaluation period unless there are multiple sections of the same course or changes have been made to a previous course syllabus
  - (b) At least two exams for each course taught during the evaluation period, excluding seminars, unless there are multiple sections of the same course that utilize the same exam or changes have been made
  - (c) If exams are not the primary method of evaluation of the student, a detailed discussion of one project or paper from which grades are determined for each course during the evaluation period unless multiple sections of the same course are taught that utilize a similar methodology.
- (2) Materials that may be submitted include:
  - (a) Additional exams
  - (b) Handouts and Study guides
  - (c) Philosophy of teaching (self-reflected or learned) and method (for promotion and tenure)
  - (d) Original instructional materials
  - (e) Internet or web-related instruction (hard copy)
  - (f) Reading lists
  - (g) Lists of guest speakers
  - (h) Any other information the faculty member considers important

###### c. Additional Primary Duties:

- (1) Internship advising (if faculty member receives CUEs)
- (2) Student Academic Advising (if faculty member receives CUEs)
- (3) Supervision of graduate (M.A.) students in thesis writing or exam preparation (if not covered through direct teaching duties)
- (4) Curriculum revision and development, including course revisions and updates.
- (5) Professional development for teaching improvement
- (6) Development of extension courses, distance learning or internet courses
- (7) Faculty Excellence Awards (teaching emphasis)
- (8) Supervision of student teachers
- (9) Assessment (if compensated)
- (10) Program coordinator (if compensated)
- (11) Administrative assistant to the chair (if compensated)
- (12) Report preparation for accreditation/evaluation/program review
- (13) Union committee membership/leadership positions (if compensated)
- (14) Other student-centered teaching related activities such as:
  - (a) Presentations in residence halls / fraternities or sororities

- (b) Speaking at symposia / panels serving students
- (c) Guest speaker at student organized activity
- (d) Other student-centered activity (with appropriate documentation)
- (15) Supervising or mentoring new or temporary faculty in teaching (with appropriate documentation)
- (16) Any additional compensated duties

**2. Relative importance:**

- a. Classroom performance is the most important category. It will be based on classroom evaluation reports from the Chair and DPC member(s), and the student evaluations, weighted equally.
- b. Course materials will be considered of secondary importance to student evaluations.
- c. Curriculum revision and development, including course revision and accreditation report development,
- d. Philosophy of teaching (self-reflected), course objective, and methods statement
- e. Supervising or mentoring new or temporary faculty in teaching.
- f. Exceptional course load variety, class size, off-campus teaching (e.g. course & student loads that are greater in curriculum variety (preparations), or course redesign; high number of students; or teaching in a non-traditional environment or off-campus location)

**3. Evaluation of teaching/performance of primary duties:**

**a. Classroom visitations:**

- (1) At least two classroom visitations will be conducted by members of the DPC of equal or higher rank chosen by the Chair of the DPC or the department chair. After the visitation, the applicant may ask that additional visitations by other members of the DPC, including members from other disciplines within the department, be made. All evaluations should use the "Peer Evaluation" form and will become part of the personnel process. All evaluations should be given to the Chair of the DPC or the department chair, who will provide a copy to the faculty member being evaluated. **THEY MUST BE INCLUDED IN THE PORTFOLIO.**
- (2) The department chair will schedule a class visitation with the candidate at an agreed upon time. The Chair's report will be included in the departmental evaluation of the candidate. It is the responsibility of the candidate to ensure that the Chair is made aware of the need for a class visitation when the candidate needs such an evaluation for the portfolio.
- (3) The "peer evaluation" form will include written consideration of the organization and presentation of the subject matter and the apparent responsiveness of students.
- (4) Evaluators should use the appropriate language in the DAC (e.g., satisfactory, highly effective, superior) on the peer evaluation form.
- (5) The DPC chair is responsible for informing the evaluator of the requisite standard required of a faculty member for the evaluation.

**b. Student evaluations of teaching effectiveness:**

- (1) Each academic term, every faculty member shall ensure that students in all her/his courses can evaluate his/her teaching effectiveness.
- (2) Student evaluations of teaching effectiveness shall be compiled through use of the University's online evaluation form with additional department questions if approved by the Chairperson and a majority of Unit A faculty. The faculty member may, at his/her discretion, choose the Department's Student Evaluation of Instructor form as a supplement to the online evaluation form.
- (3) The University's evaluation form is available on-line for all students to complete. At the end of the semester, the compiled results of the on-line evaluations shall be made available to the faculty member.
- (4) Faculty will be evaluated by the percentage specified in I.A.4.a. through I.A.4.g. or above of their completed course evaluations. Courses that have no submitted student evaluations do

not count in these calculations. This criterion needs to be met for each academic year, regardless of the span of the evaluation period.

- (5) Each academic term, all students shall have the opportunity to evaluate their instructor's teaching effectiveness in accordance with methods and procedures specified in the Departmental Application of Criteria. All official student evaluations remain the faculty's personal record and the property of the University.

Faculty with consistent reviews with an average under 2.5 out of 5-point scale over 3 consecutive semesters must develop a plan to revise the course. The revised course plan must be reviewed by the Chair.

Faculty should have averages on student evaluations at the following levels on the 5-point rating scale:

- I. 2.5 to 2.6 for Satisfactory
- II. 2.61 to 3.0 for Effective
- III. 3.01 to 3.5 for Highly Effective
- IV. 3.51 to 4.0 for Significant
- V. 4.01 to 5.0 for Superior

If the averages are below the target criteria, the candidate will write a narrative explaining possible reasons for not meeting the target criteria.

Averages are calculated by an unweighted average of the percentage of classes taught specified in I.A.4.a. through I.A.4.g. or above during the evaluation period. A low student evaluation score cannot be the sole reason for low teaching effectiveness and should be evaluated in conjunction with peer and chair evaluations and narrative. Faculty may submit 90 percent of the student evaluations/course sections for the period of evaluation.

c. Course materials are to be evaluated on the following bases:

- (1) Scope/coverage of information--appropriateness to the course level.
- (2) Quality and fairness of exams
- (3) Fairness of the grading policy.
- (4) The syllabus must include a statement of course objectives/assessment, requirements, readings, and a written description of attendance and grading policies. Complies with university/HLC specifications.
- (5) Where disagreement regarding the scope, quality, and fairness of any course material submitted occurs, the Chair will assign a senior faculty member in the same discipline as the candidate to complete an "Instructional Materials Evaluation" form for the purpose of judging the course materials. A candidate may submit such a form already completed by another member of his/her discipline as part of the portfolio materials submitted to assist the DPC in judging course materials.

d. Other primary duties (e.g. assessment, advising):

Satisfactory performance of other primary duties related to teaching shall be evaluated according to documentation provided by the candidate for the relevant period of performance based on the appropriate job description (where applicable).

4. Guidelines for evaluation of teaching/primary duties.

Based on documented evidence presented for the criteria in I.A.1.a. through I.A.3.c., the candidate will be judged by the voting members of the DPC as to whether s/he has fulfilled the standard indicated for the appropriate category. The standards for evaluation are as follows.

- a. A **Satisfactory** teaching evaluation (needed for retention in probationary years one and two, and for annual evaluation of all temporary faculty) will require the following:
  - (1) Overall classroom visitation evaluations must be satisfactory or better.

- (2) Student evaluations must be judged satisfactory relative to the scale above.
- (3) The course materials must be satisfactory.
- b. An **Effective** teaching evaluation (needed for retention in probationary year three; and promotion to assistant professor) will require the following:
  - (1) Overall classroom visitation evaluations must be effective or better.
  - (2) Student evaluations must be judged effective relative to the scale above.
  - (3) The course materials are effective.
  - (4) One contribution must be made in categories I.A.1.c. (1) – (15).
- c. A **Highly Effective** teaching evaluation (needed for retention in probationary year four; and may be applied to temporary faculty) will require the following:
  - (1) Overall classroom visitation evaluations must be highly effective or better.
  - (2) Student evaluations must be judged highly effective relative to the scale above.
  - (3) The course materials are highly effective.
  - (4) Two (2) contributions must be made in categories I.A.1.c. (1) – (15).
- d. A **Significant** teaching evaluation (needed for retention in probationary year five; promotion to associate professor) will require the following:
  - (1) Overall classroom visitation evaluations must be highly effective or better.
  - (2) Student evaluations must be judged significant relative to the scale above.
  - (3) The course materials are highly effective.
  - (4) Two (2) significant contributions must be made in categories I.A.1.c. (1) – (15).
  - (5) One additional contribution must be made in categories I.A.i.c. (1) – (15) for promotion to associate professor.
- e. A **Superior** teaching evaluation (needed for tenure; promotion to professor; PAI) will require the following.
  - (1) Overall classroom visitation evaluations must be superior.
  - (2) Student evaluations are judged superior relative to the scale above.
  - (3) Course materials are superior.
  - (4) Four significant contributions are made in categories I.A.1.c. (1) – (15).
- f. One additional contribution must be made in categories I.A.i.c. (1) – (15) for promotion to full professor or PAI.
- g. Regarding the annual evaluation of **tenured faculty**,
  - (1) Teaching/primary duties will be judged **adequate** that meet the following criteria:
    - (a) Student evaluations are judged significant relative to the scale above.
    - (b) Course materials are adequate.
    - (c) One significant contribution in categories I.A.1.c. (1) – (15).
  - (2) Teaching/primary duties will be judged **exemplary** that meet the following criteria:
    - (a) Student evaluations are judged superior relative to the scale above.
    - (b) Course materials are exemplary.
    - (c) Two significant contributions in categories I.A.1.c. (1) – (15).
- h. Regarding the annual evaluation of **full-time temporary Unit B faculty**, satisfactory performance must be demonstrated in each of the following areas (after one full year of teaching):
  - (1) Evaluations based on classroom visitations conducted by the Chair and a senior faculty member in the discipline of the candidate.
  - (2) Syllabi and instructional materials including examinations.
  - (3) Student Evaluations administered in accord with departmental procedure.
  - (4) Any other appropriate submission
- i. Regarding the annual evaluation of **part-time Unit B faculty**, satisfactory performance must be demonstrated in each of the following areas to begin after one semester:
  - (1) Evaluations based on classroom visitations conducted by a senior faculty member in the discipline of the candidate.
  - (2) Syllabi and instructional materials including examinations.
  - (3) Student Evaluations administered in accord with departmental procedure.
  - (4) Any other appropriate submission

- j. Regarding the evaluation of materials based on "**exemplary**," the materials submitted must exceed the standard of performance required for the given action.
5. Relative importance:
- a. Classroom performance is the most important category. It will be based on classroom evaluation reports from the Chair and DPC member(s), and the student evaluations, weighted equally.
  - b. Course materials will be considered secondary in importance to student evaluations.
  - c. Curriculum revision and development, including course revision and accreditation report development, should be considered for promotion and tenure.
  - d. Exceptional course load variety, class size, off-campus teaching (e.g. course & student loads that are greater in curriculum variety (preparations), or course redesign; high or low number of students; or teaching in a non-traditional environment or off-campus location)

**B. Research/Creative Activity**

1. Categories of materials and activities: Faculty members shall not be restricted or limited to the areas in which they engage in scholarly activities. The most significant criterion for evaluation shall be evidence that the faculty member is active and engaged in his/her academic discipline. No limits are to be placed on the kind of research and/or creative activities selected if there is a demonstrable relationship between the faculty member's research and his/her academic discipline. The activities listed within each category are meant to be illustrative of the kind of activities that may be considered in each category. The lists below are not meant to be either definitive or exhaustive. Each faculty member is encouraged to consult with a member of the DPC concerning his/her activities, their appropriate category ranking, and the appropriate type of documentation.
- a. **Category I: Professional publications (including print or electronic formats)**
    - (1) Monograph from academic press or publication organizations\*\*
    - (2) Published Book from academic press publication organizations\*\*
    - (3) Original Translation
    - (4) Peer-reviewed journal article
    - (5) Book chapter in an edited collection
    - (6) Edit a published a book-length scholarly work of documents or essays.
    - (7) Competitive External Grant received.

Documentation consists of an offprint of the published work, photocopies of the first page of an article or table of contents of a book as the publication appears in print.

\*\*One monograph or book from an academic press is equal to two peer reviewed articles in Category I activities.
  - b. **Category II: Publishing Activities** (including print or electronic formats, not included in Category I)
    - (1) Professional/Academic Publications in any venue not covered in Category I
    - (2) Manuscripts or Peer-reviewed journal article submitted (or in review) in peer- reviewed publications.
    - (3) Evidence that the faculty member's research/creative activity is regarded as significant within his/her discipline (indices, journal citation, professional letters referencing published work)
    - (4) Book reviews published in professional journals.
    - (5) Papers professional academic meetings in your discipline, or evidence that a paper has been accepted for presentation at such a meeting though the meeting will not take place until after the submission of the document or portfolio.
    - (6) Progress toward a terminal degree in the faculty member's primary discipline

Documentation shall conform to the guidelines in Category I unless otherwise specified.
  - c. **Category III: Scholarly Activities** (not included in Categories I and II)
    - (1) Manuscripts in preparation: The acceptability of manuscripts in preparation and the appropriate documentation shall be determined by the DPC using the "Unpublished Materials Evaluation Form." The Chair of the DPC may designate a referee in the same area of expertise

to provide a written evaluation of the materials submitted in consultation with the faculty member.

- (2) Research in progress: The acceptability of research in progress shall be determined by the DPC in consultation with the faculty member. Where human subject research occurs, the written approval notice shall constitute documentation of ongoing and appropriate research activity. The Chair of the DPC may designate a referee in the same area of expertise to provide a written evaluation of the materials submitted in consultation with the faculty member.
- (3) Grant or fellowship proposals or applications in preparation: The acceptability of such proposals shall be judged by the DPC which may solicit the opinions of referees in the faculty member's discipline and/or area of expertise.
- (4) Invited presentation at a professional meeting, in a public forum, or in the media that requires substantial preparation or relies on substantial expertise.
- (5) Original work in an anthology or scholarly edited volume of essays
- (6) Edit a published scholarly work of documents or essays.
- (7) Curate or organize an exhibit at a regional or national institution.
- (8) Edit professional journal.
- (9) Edit *Proceedings* of a professional conference
- (10) Serving as a reviewer or consultant for granting agencies, publishers, media (including film, television, online media, radio, etc.), or any other area in which a faculty member's expertise is recognized. Acceptable documentation shall consist of letters or other communications soliciting the faculty member's reviews or expertise.
- (11) Statements from external professionals testifying to a faculty member's expertise, participation in ongoing research projects, the quality of a faculty member's work and area of expertise and so forth. Acceptable documentation shall consist of letters testifying to the faculty member's expertise and/or activity.
- (12) Award related to academic position received.
- (13) Internal grant received.

Documentation should include copies of material and an "Evaluation Form" where appropriate.

- d. **Category IV: Professional Developmental Activities** (not included in Categories I-III)
  - (1) Attendance at local/state/regional professional meetings.
  - (2) Professional involvement with community-based organizations
  - (3) Presentation at departmental, college or university seminar
  - (4) Discussant or panel chair at professional conference
  - (5) Curate or organize a departmental, college, or university exhibit.
  - (6) Write or edit a blog or website based on significant use of professional expertise, research, or knowledge of the field.
  - (7) Progress toward a terminal degree in the faculty member's primary discipline
  - (8) Any other appropriate submission (include "Unpublished Activities" form)
2. Relative importance:
  - a. Research listed in Categories I and II represents a higher level of scholarly achievement and is therefore weighed more heavily than the activities listed in categories III and IV.
  - b. DPC members shall assess the relative significance of a published work, considering factors such as the press or journal which publishes the work, the impact of the work on the field, and any other factors consistent with the standards of the academic discipline.
3. Evaluation of research/creative activity:
  - a. Quality and professional stature of publications will be judged by the DPC.
  - b. Consideration will be given only to work that can be documented according to the categories listed above during the evaluation period.
  - c. Consideration will be given to the prestige of the conference or institution where a presentation is given.
  - d. Evidence of professional/research development must be submitted to document the activities.

- e. Evidence must be submitted to document the awards.
- 4. Guidelines for evaluations of research/creative activity. Based on documented evidence presented for the criteria Categories I-IV, the candidate will be judged by the voting members of the DPC as to whether s/he has fulfilled the standard indicated for the appropriate category. The standards for evaluation are as follows. Any higher-category activity subsumes lower-category activities, i.e., activities in Categories I-III count as Category IV activities.
  - a. An **Appropriate** research/creative activity evaluation (needed for retention in probationary year one) will require the candidate to meet one of the criteria in any Category IV.
  - b. A **Satisfactory** research/creative activity evaluation (needed for retention in probationary year two) will require the candidate to meet at least two of the criteria in any Category IV.
  - c. A **Highly Satisfactory** research/creative activity evaluation (needed for retention in probationary year three; promotion to assistant professor) will require the candidate to meet at least one of the criteria in Category II and two items from Category IV.
  - d. If the candidate has no Category I research at this point (from beginning their position a CSU until submission of portfolio for 3rd year retention) a letter from the DPC confirming that a meeting has occurred between the faculty member, a subset of the DPC, and the department chair. The purpose of this meeting will be to collaborate to develop a plan for obtaining the level of research required for tenure.
  - e. An **Effective** research/creative activity evaluation (needed for retention in probationary year four; promotion to assistant professor) will require the candidate to meet at least one of the criteria in Category II and two items from Category IV.
  - f. A **Highly Effective** research/creative activity evaluation (needed for retention in probationary year five) will require the candidate to meet at least two of the criteria in any Category II, one item from Category III, and one item from Category IV.
  - g. A **Significant** research/creative activity evaluation (needed for tenure; promotion to associate professor) will require the candidate to meet:
    - (1) At least 1) two of the criteria in Category I, noting that a published book counts as two Category I activities.
    - (2) At least two additional activities in Categories III.
    - (3) One additional activity in Categories III or two additional activities in Category IV for promotion to associate professor.
    - (4) Unit A faculty currently in Probationary Years 1-5 during the 2023-2024 academic year need only accomplish ONE major research/creative activity contribution by Year 6 of their probationary period for the action of tenure. This exception expires at the end of the AY22-26 contract
  - h. A **Superior** research/creative activity evaluation (needed for promotion to professor) will require the candidate to meet either:
    - (1) At least two of the criteria in Category I, noting that a published book counts as two Category I activities.
    - (2) One additional activity in Categories III or two additional activities in Category IV for promotion to full professor or PAI.
  - i. Regarding the annual evaluation of **tenured faculty**,
    - (1) Research/creative activity will be judged **adequate** by meeting at least one of the criteria in Category I, II, or III, annually. Over a three-year period, to be judged "adequate", a faculty member must accomplish at least one activity in Category I.
    - (2) Research/creative activity will be judged **exemplary** annually by meeting at least one of the criteria in Category I and one item from Category IV or higher.
  - j. For **PAI**, the candidate must demonstrate:
    - (1) Superior performance in Teaching/Primary duties and in EITHER Research or Service.
    - (2) Significant performance must be shown for the remaining area.
  - k. Regarding the evaluation of materials based on "**exemplary**," the materials submitted must exceed the standard of performance required for the given action.

### **C. Service Activity**

**1. Categories of materials and activities:** Faculty members are expected to participate in university and/or community-related activities. A documentary record of such activities is to be provided in the portfolio. **a. Department activities:**

- (1) Required:**
  - (a)** Participation in the proceedings of the DPC
- (2) Other departmental service:**
  - (a)** Program Coordinator (when chair and faculty and chair are different disciplines)
  - (b)** Participation in departmental committees
  - (c)** Chairing departmental committees
  - (d)** Search committee membership.
  - (e)** Ad hoc committee membership
  - (f)** Serving as advisor to student groups
  - (g)** Student Academic Advising (if not compensated)
  - (h)** Student recruitment
  - (i)** Administrative assistance to the chair (if not compensated and not program coordinator duty)
  - (j)** Assessment (if not compensated)
  - (k)** Report preparation for accreditation/evaluation (if not compensated)
  - (l)** Organization of high school outreach programs (e.g. History Day)
  - (m)** History Day judging at CSU
  - (n)** Organizing History/African American Studies events and programs at CSU (e.g. Black History Month, Women's History Month)
  - (o)** Creation of departmental web page, pamphlets, student handbooks
  - (p)** Departmental fund-raising

**b. University and college activities:**

- (1)** Elected/Appointed to a university or college committee.
- (2)** Chairs a university or college committee.
- (3)** Membership on university or college committees
- (4)** Union leadership positions elected/appointed (if not assigned duties)
- (5)** Union committee membership
- (6)** University search committees
- (7)** Faculty Senate leadership (elected/appointed)
- (8)** Faculty Senate committee membership
- (9)** Organization of colloquia, workshops, lectures, debates on campus
- (10)** Faculty Excellence Award (service emphasis)
- (11)** Participation in recruitment and/or scholarship activities for prospective students

**c. Professionally related community service or service to the profession:**

- (1)** Giving public lectures
- (2)** Judging at history or cultural fairs
- (3)** Unpaid consulting or volunteer service
- (4)** Outreach programs
- (5)** Accreditation visitations
- (6)** Teacher in-service programs
- (7)** Edit professional newsletter.
- (8)** Leadership in professional organizations
- (9)** Membership in professional organization
- (10)** Faculty sponsor for student professional organizations and programs
- (11)** Any other necessary and appropriate submission of service to the profession

- d. Community Service (local, state, regional)
    - (1) Community service awards or recognition for outstanding community service
    - (2) Leadership in civic or community-based organization
    - (3) Membership in civic or community-based organization
    - (4) Give public lectures or presentations for a civic or community-based organization.
    - (5) Edit a newsletter for a civic or community-based organization.
    - (6) Volunteer service for a civic or community-based organization.
    - (7) Serve as a consultant to civic, community, or government organizations.
2. Relative importance: Service activity at the department, university and college levels will be considered to be of equal importance but, in any case, more important than community service. Serving as an officer or in some other leadership role will be considered to be a more significant contribution than serving as a member of a committee. Care must be taken when evaluating service to consider the committee assignments and work available to the faculty member, the place of the faculty member in their professional development, and the nature of the faculty member's academic background. Recognition should be given to the fact that not every discipline lends itself to the same service opportunities, especially as these relate to community-based activities. It is also anticipated that the number of service activities will vary from year to year.
3. Service criteria: Evaluation of the effectiveness of a candidate's service will include the following:
- a. Extent and nature of leadership
  - b. Degree of participation
  - c. Quality and length of service
  - d. The relationship of the service to the candidate's assigned responsibilities and to the university.
4. Guidelines for evaluation of service: Based on documented evidence presented for the criteria listed in I.C.1.a. (2) through I.C.1.c. above, the candidate will be judged by the voting members of the DPC as to whether s/he has fulfilled the standard indicated for the appropriate category.
- a. An **Appropriate** service evaluation (needed for retention in probationary year one) will require one acceptable performance in at least one activity in I.C.1.a. (2)
  - b. A **Satisfactory** service evaluation (needed for retention in probationary year two) will require the following:
    - (1) Acceptable performance in at least one activity in I.C.1.a. (2)
    - (2) Acceptable performance in at least one activity in I.C.1.b. or I.C.1.c.
  - c. A **Highly Satisfactory** service evaluation (needed for retention in probationary year three; promotion to assistant professor) will require the following:
    - (1) Acceptable performance in at least one activity in I.C.1.a.(2)
    - (2) Acceptable performance in at least two activities in I.C.1.b. or I.C.1.c.
  - d. An **Effective** service evaluation (needed for retention in probationary year four) will require the following:
    - (1) Acceptable performance in at least two activities in I.C.1.a. (2)
    - (2) Acceptable performance in at least one activity in I.C.1.b. or I.C.1.c.
  - e. A **Highly Effective** service evaluation (needed for retention in probationary year five) will require the following:
    - (1) Acceptable performance in at least two activities in I.C.1.a.(2)
    - (2) Acceptable performance in at least two activities in I.C.1.b. or I.C.1.c.
  - f. A **Significant** service evaluation (needed for promotion to associate professor; tenure) will require the following:
    - (1) Acceptable performance in at least two activities in I.C.1.a. (2)
    - (2) Acceptable performance in at least two additional activities in I.C.1.a. (2) through I.C.1.c.,
    - (3) Significant performance (a leadership role) in any one of the areas listed above.

- g. A **Superior** service evaluation (needed for promotion to professor) will require that the candidate demonstrate acceptable performance in at least two of the Departmental activities in I.C.1.a. (2) (a-p), one of the University and College activities I.C.1.b. (1-11), one of the activities in either I.C.1.c. or I.C.1.d, and significant contribution (e.g. leadership role) in I.C.1.a through I.C.1.d.
- h. For annual evaluation of **tenured faculty**,
  - (1) Service will be judged **adequate** by acceptable performance in at least one of the Departmental activities in I.C.1.a. (2) (a-p) and one of the University and/or College activities I.C.1.b. (1-11).
  - (2) Service will be judged **exemplary** by acceptable performance in at least two of the Departmental activities in I.C.1.a. (2) (a-p), one of the University and College activities I.C.1.b. (1-11), one of the activities in either I.C.1.c. or I.C.1.d, and significant contribution (e.g. leadership role) in I.C.1.a through I.C.1.d.
- i. For **PAI**, the candidate must demonstrate:
  - (1) Superior performance in Teaching/Primary duties and in EITHER Research or Service.
  - (2) Significant performance must be shown for the remaining area.
- j. With regard to the evaluation of materials based on "**exemplary**," the materials submitted must exceed the standard of performance required for the given action.

#### IV. Distance Education Policies for Online and Hybrid Courses

##### A. Online and Hybrid Course Offerings

1. Criteria for approval of online and hybrid courses:
  - a. Any online or hybrid course to be offered online within the program's curriculum will need to be first approved by the department's curriculum committee.
  - b. When approving courses to be offered in an online or hybrid format, the department is at the first level of approval and should focus on the quality of the content and the design of the course. The department is the only body that can determine if the content of the course is appropriate for the curriculum. Therefore, the department's curriculum committee will review the syllabus and interview the instructor to determine the appropriateness of the content.  
Following departmental approval, proposed online or hybrid courses will need to be approved by the requisite university committees; Courses taught in an online or hybrid format carry the same consideration for personnel actions (retention, promotion, tenure) as any traditionally offered (i.e. face-to-face) course.
2. The department may offer as many online and hybrid courses per semester as is appropriate to satisfy the program needs of the department and the university.

##### B. Selecting Faculty to Teach Online and Hybrid Courses

1. The Chair of the department shall poll the faculty to determine if there are those who wish to offer courses within the Distance Education program.
2. Faculty teaching online or hybrid courses are strongly encouraged to complete the Online Certification Training offered through the Center for Teaching and Research Excellence (CTRE).
3. Faculty members teaching online and hybrid courses must be responsive to students' needs and questions about coursework, such as holding some form of office hours (virtual or in person).
4. The Department Chair will formulate a roster of faculty who wish to teach an online or hybrid course if the demand for teaching assignments exceeds program needs or the support from the University. This roster will be developed in a manner like those developed for teaching assignments in the summer session.
5. Beyond the considerations listed above, there is no limit to the number of online or hybrid courses a faculty member may teach each semester.

##### C. Evaluating Online and Hybrid Courses

1. The method for evaluating online and hybrid courses within the department will follow the same process used by traditionally offered courses.

2. These methods of evaluation will include student evaluations, peer evaluations, and Chair evaluation(s), as outlined in section III.A.3. above and as required for the appropriate personnel actions.

**D. Advising Students about Online and Hybrid Courses**

1. Students that register for any online or hybrid courses will be advised as to the requirements to be successful in an online or hybrid course, including having the appropriate technology, time, discipline, and skills. Students without access to the needed technology or lacking the necessary skills will be advised to attend traditional courses or technology courses to build their skills.
2. Students will be provided with the booklet, "Succeeding Online," published by the CTRE.
3. The CTRE has available online a Technology Literacy training module.
4. The library has available online an Information Literacy training module (called "CSIT") with links available to Instructors.