

CSU Department of Psychology and Counseling
DEPARTMENTAL APPLICATION OF CRITERIA (DAC)

This document described the categories of materials and activities considered appropriate by performance area and relative importance of materials/activities, and methods of evaluation by performance area. Candidates should consult the University Personnel Action Calendar for information regarding the time periods to be covered in their portfolios.

I. Teaching/Performance of Primary Duties

A. Categories of materials and activities

1. **Evaluations of teaching performance** using student evaluations, peer evaluations, and the chairperson evaluation.
2. **Basic materials/activities**
 - a. Syllabi for each course taught during evaluation period. All syllabi in the Department must conform to university guidelines and document appropriate content coverage, and Graduate syllabi must conform to program guidelines and document alignment with appropriate standards mentioned within CACREP curriculum standards.
 - b. Attendance at departmental meetings, and where appropriate undergraduate and graduate faculty meetings. Attendance at these meetings can be documented with copies of meeting minutes.
 - c. A yearlong work assignment for the evaluation period.
 - d. Materials in the faculty member's personnel file.
3. **Classroom materials** to enhance and assist student learning including but not limited to
 - a. Materials used in class (handouts, demonstrations, exercises, and assignments, reading lists) that demonstrate the appropriate level of rigor and depth. Provide samples and examples.
 - b. Use of supplementary instructional material (videos, overheads, use of Internet, PowerPoint, computer exercises guest speakers). Samples, examples and/or a description of the event should be included in the portfolio.
 - c. The use of a variety of teaching techniques (e.g. lecture, demonstrations, exercise, group work, simulations etc.) This can be documented with course syllabi, examples, samples, and descriptions of the event.
4. **Student Engagement and Mentoring**, including but not limited to mentoring, study groups, informal advising, recommendations for students, involving students in

internships, involving students in faculty research, thesis advising, with an emphasis on those activities which demonstrate student involvement in faculty research.

5. **Curriculum Revision & Development**, such as the development of new courses, major revisions of existing courses, or course coordination. New courses must have been reviewed at the departmental level or higher. All participation in curricular changes must be documented as to the specific changes that took place and the individuals' involvement in such changes.
6. **Professional development for teaching improvement**, such as participation in internal and external faculty development workshops/seminars or conferences.
7. **Other evidence of teacher effectiveness**, such as internal or external awards for teaching.

B. Methods of Evaluation

1. **Teaching Evaluations**

a. **Peer Evaluations**

Two classroom visits per evaluation period will be arranged by the Chairperson of the Department Personnel Committee (DPC) in consultation with the candidate. Faculty must be evaluated by a faculty member at or above his/her unit and rank and from within the Psychology and Counseling department. The visitor will evaluate the instructor's class using the "Teaching Evaluation form" (TEF), which rates instructors in six areas of teaching effectiveness. Faculty members must use the last item, "Overall, how do you rate this instructor?" The scale is as follows:

Appropriate	2.25	2.99
Satisfactory	3.00	3.25
Highly Satisfactory	3.26	4.00
Effective	4.01	4.75
Highly Effective	4.76	5.50
Significant	5.51	6.25
Superior	6.26	7.00

b. **Student Evaluations**

According to contract, 100% of the instructor's students must have the opportunity to evaluate his/her teaching effectiveness. All faculty will use the average score from the on-line university student evaluation to determine the following categories:

Appropriate, Satisfactory, Highly Satisfactory, Effective, Highly Effective, Significant, and Superior. The scale is as follows:

Appropriate	2.00	2.99
Satisfactory	3.00	3.20
Highly Satisfactory	3.21	3.34
Effective	3.35	3.49
Highly Effective	3.50	3.85
Significant	3.86	4.40
Superior	4.41	5.00

c. Department Chairperson Evaluation

The Department Chairperson will arrange to attend a lecture given by the candidate. The chair will evaluate the faculty member’s teaching using the “Teaching Evaluation Form” the results of which will be shared with the faculty member.

2. Basic materials/activities

Appropriate course syllabi are that which, at the minimum, includes the courses description, course objectives, instructor’s office hours, frequency, weight of exams and assignment, material to be covered in class, and all wording required by the CAS (e.g. Abilities Act, Plagiarism Policy, Unattended Children, etc.). Departmental meetings explicitly refer to monthly meetings of departmental members; Undergraduate and Graduate Faculty meetings are indicated as such and occur monthly or less. Faculty may have “excused absences” upon notifying the department chair or the chair of the committee of their inability to attend a meeting.

3. Classroom materials to enhance and assist learning, Examples or a description of these materials should be included in the portfolio. Materials will be evaluated based on their contribution to student learning and student scholarship.

4. Other teaching related duties must be appropriately documented. Examples of documentation include, but are not limited to, letters from students, letters for students, copies of forms submitted on behalf of students, description of the type and extent of activity lists of students for whom letters are prepared along with the type of recommendation and the receiving institution or program, names of students that are mentored and the specific activity, copies of abstracts or program descriptions of presentations and the like. These activities will be evaluated based on their nature and extent, and whether there were positive outcomes for students (e.g., admissions to programs, publications/presentations).

5. **Other criteria activities** in categories I.A 4-7 may be documented by copies of curriculum forms, course materials indicating revisions, copies of awards, proof of registrations for professional development activities, certificate of course/workshop completion, material from the course and the like.

6. Professional Development Activities for Teaching Improvement

Activities include but are not limited to: participation in short courses, conferences and workshops, attainment of additional degrees, sabbaticals, fellowships, and other teaching related, educational experiences. Documentation of participation must be provided for consideration. Documentation of participation must be provided for consideration. Professional development for teaching improvement i. Documentation of participation in activities that contribute to course development, improvement of teaching, Online Teaching Certification, etc.; ii. Materials demonstrating professional development (documented continuing education units literature reviews, organization development, seminars/workshops attended, etc.) iii. Attendance at professional meetings and related conferences related to teaching, classes taken to update skills, work toward a related degree, etc.

C. Teaching Evaluation of Online Courses (Distance Education)

Online courses, when used as part of a faculty member’s teaching evaluation, will receive peer, and chairperson evaluations using the following sections from the “Teaching Evaluation” form: Content/Mastery, Organization (e.g. starting class on time for online classes refers to starting on the first day of class!), Rapport, and Interaction. Faculty members must use the last item, “Overall, how do you rate this instructor?” Faculty must be evaluated by a faculty member at or above his/her unit and rank and from within the Psychology and Counseling department. The scale is as follows:

Appropriate	2.00	2.99
Satisfactory	3.00	3.20
Highly Satisfactory	3.21	3.34
Effective	3.35	3.49
Highly Effective	3.50	3.85
Significant	3.86	4.40
Superior	4.41	5.00

Online classes (Distance Education) that must be evaluated by students should be evaluated using the online university student evaluation. The results of these evaluations are tallied

by IOTA 360 Evaluations and instructors should ensure that the information is forwarded to the department office. An average of the responses to the questions will be used to determine the following categories: *Appropriate, Satisfactory, Highly Satisfactory, Effective, Highly Effective, Significant, and Superior*. The scale is as follows:

Appropriate	2.00	2.99
Satisfactory	3.00	3.20
Highly Satisfactory	3.21	3.34
Effective	3.35	3.49
Highly Effective	3.50	3.85
Significant	3.86	4.40
Superior	4.41	5.00

All instructors teaching online courses must complete the OCT (Online Certification Training) prior to teaching the course to be qualified to teach the content area.

D. Relative Importance of Activities/Materials

Relative importance will be given in the following order of priority:

- Peer, student and chair evaluations, which are weighted equally.
- Basic materials/activities, which must meet requirements.
- All other materials as indicated in I.A.3-I.A-7

E. Chairperson Evaluation of Professional Duties and Responsibilities

The chairperson's evaluations should take into account the degree of professionalism displayed in the performance of primary duties. Where dereliction of duties is charged, these actions must be documented in the faculty member's personnel file, according to the procedure outlined in the department's by-laws. The following are areas to be considered, in addition to others that may be described in the by-laws:

- Student complaints
- Availability during office hours
- Responding to students in a timely manner
- Tardiness or early class termination
- Ending class before finals week
- Unexcused missed or cancelled classes
- Submission of grades and other class-related paper work
- Cooperation with departmental assessment activities

- Behavior towards students
- Any reassigned time should be evaluated according to the Reassigned Time Evaluation Forms (specific forms for advising and program coordinator)

F. Standards for Teaching for Unit A

1. **“Satisfactory”** teaching evaluation for retention in probationary year one requires basic materials/activities that meet the described standards, and satisfactory peer, student and chair ratings.
2. **“Highly Satisfactory”** teaching evaluations for retention in probationary year two requires basic materials/activities that meet the described standards, satisfactory peer, student and chair ratings, and evidence of additional classroom materials to enhance and assist student learning as indicated in I.A.3.
3. **“Effective”** teaching evaluations for retention in probationary year three requires basic materials/activities that meet the described standards, “effective” peer, student and chair ratings, and evidence of additional classroom materials to enhance and assist student learning as indicated in I.3, and one activity from I.A.4-I.A.7.
4. **“Highly effective”** teaching evaluations for retention in probationary year four require evidence of basic instructional material that meet the described standards; “highly effective” peer, student and chair evaluation ratings, the use of other instructional material to enhance student learning, and two activities in area I.A.4-7
5. **“Significant”** teaching evaluations for retention in probationary year five require evidence of basic instructional materials that meet the described standards; “significant” peer, student and chair evaluation ratings, the use of other instructional material to enhance student learning, and three activities in area I.A.4-7.
6. **“Superior”** teaching evaluations for tenure require evidence of basic Instructional material that meets the described standards: superior ratings from two of the three evaluation sources (students, peer, and chairperson), the use of other instructional material to enhance student learning, and a minimum of one activity in each of the three areas, I.A.4-6 by the end of the evaluation period.
7. **“Superior”** teaching evaluations for tenure with exceptionality require evidence of basic instructional material that meets the described standards: superior teaching ratings from two of the three evaluation sources (students, peers, chairperson), two peer and two chairperson classroom evaluations over the evaluation period (chair evaluations cannot be conducted in the same semester), evidence of use of other instructional material to enhance student learning, and a minimum of one activity in each of the three areas, 1.A.4-6, by the end of the evaluation period.

8. **“Superior”** teaching evaluations for promotion to Associate Professor require evidence of basic instructional material that meets the described standards: superior teaching ratings from two of the three evaluation sources (students, peers, chairperson), two peer and two chairperson classroom evaluations over the evaluation period (chair evaluations cannot be conducted in the same semester), evidence of use of other instructional material to enhance student learning, and a minimum of one activity in each of the three areas, 1.A.4-6, by the end of the evaluation period.
9. **“Superior”** teaching evaluations for promotion to Full Professor and PAI require evidence of basic instructional material that meets the described standards: superior teaching ratings from two of the three evaluation sources (student, peers, chairperson), two peer and two chairperson classroom evaluations over the evaluation period (chair evaluations cannot be conducted in the same semester), evidence of consistent use of other instructional material to enhance student learning, and a minimum of one activity in each of the areas I.A.4-6, with at least one activity in category I.A.5 (curriculum revision and course development) and evidence of substantial work in I.A.4 by the end of the evaluation period.

G. Annual Evaluation of Tenured Faculty

Beginning Fall 2021 and continuing thereafter, the evaluation materials will be submitted to follow a biennial pattern: Year 1 (beginning Fall 2021), a summary of work in each area (teaching-performance of primary duties/research-creative activity/service), specifically referencing the requirements of the departmental application of criteria, and following 19.4.c.1.b (per the contract); and Year 2 (beginning Fall 2022), a portfolio with complete documentation to substantiate performance under 19.4.c.1.b (per the contract). In either year, the Department Chair/Director and Dean may request additional documentation.

1. **“Adequate”** teaching evaluation for annual evaluations of tenured faculty requires basic material/activities that meet described standards, satisfactory ratings on student evaluations, and evidence of additional classroom materials to enhance and assist student learning as indicated in I.A.3.
2. **“Exemplary”** teaching evaluation for annual evaluations of tenured faculty requires evidence of basic instructional materials that meet the described standards; “highly effective” student evaluation ratings, evidence of additional classroom materials to enhance and assist student learning as indicated in I.A.4-7.

H. Standards for Teaching for Unit B – Part-time Instructors

1. **“Satisfactory”** teaching evaluations for Unit B faculty requires a course syllabus that meets the described standards, satisfactory student, peer (1), and chair ratings, and evidence of additional classroom materials to enhance and assist student learning as indicated in I.A.3. Faculty must be evaluated by a faculty member at or above his/her unit and rank and from within the Psychology and Counseling department.
2. **“Highly Effective”** teaching evaluations for Unit B faculty require a course syllabus that meets the described standards; “highly effective’ student, peer (1), and chair evaluation ratings, the use of other instructional material to enhance student learning, and two activities in area I.A.4-7.I. Faculty must be evaluated by a faculty member at or above his/her unit and rank and from within the Psychology and Counseling department.

I. Standards for Teaching for Unit B – Full-time Instructors

1. **“Satisfactory”** teaching evaluations for Full-time Unit B instructors require basic materials/activities that meet the described standards as indicated in I.A.I., satisfactory student, peer (1), and chair ratings, and evidence of additional classroom materials to enhance and assist student learning as indicated in I.A.3. Faculty must be evaluated by a faculty member at or above his/her unit and rank and from within the Psychology and Counseling department.
2. **“Highly effective”** teaching evaluations for full-time Unit B instructors require evidence of basic instructional materials that meet the described standards as indicated in I.A.1, “highly effective” student, peer (1), and chair evaluations ratings, the use of other instructional material to enhance student learning, and two activities in area I.A.4-7. Faculty must be evaluated by a faculty member at or above his/her unit and rank and from within the Psychology and Counseling department

Peer Evaluations Rating Scale:

Appropriate	2.25	2.99
Satisfactory	3.00	3.25
Highly Satisfactory	3.26	4.00
Effective	4.01	4.75
Highly Effective	4.76	5.50
Significant	5.51	6.25
Superior	6.26	7.00

Student Evaluations Rating Scale:

Appropriate	2.00	2.99
Satisfactory	3.00	3.20
Highly Satisfactory	3.21	3.34
Effective	3.35	3.49
Highly Effective	3.50	3.85
Significant	3.86	4.40
Superior	4.41	5.00

II. Performance of Primary Duties other than Teaching for Unit A and Unit B Faculty.

A primary duty other than teaching is any activity for which a faculty member receives re-assigned time and the activity is indicated on a work assignment approved by the Provost. These activities include, but are not limited to, advising, administrative work, accreditation work, research, assessment, committee assignment (e.g. Graduate Committee Chair, Undergraduate Committee Chair, DPC Chair, Search Committee Chair), special projects (e.g. web page development/maintenance, mentoring/retention program development), etc.

A. Categories of Materials for Specific Activities

1. **Activity: Research for which faculty member has received reassigned time**
 - a. Progress reports
 - b. Research products (presentations, publications, grant proposal etc.)
2. **Activity: Advising**
 - a. Evaluations
 - i. Student
 - ii. Chair (use the Advisor Evaluation Form)
 - b. Products and activities
 - i. Planning/participating in meetings or workshops
 - ii. Development of handouts, brochures, forms
3. **Activity: Other CUE awarded Activity**, e.g. program coordination, assessment, committee/special assignments, accreditation work supported by release time.
 - a. Reports/Activities required by the university

- b. Progress report
 - c. Deliverables
4. **Materials included in the faculty member's personnel file.**

B. Methods of Evaluation

For Research and Committee/Special Assignment, the faculty member and department chair will decide on the basic duties/products before the beginning of the school year. In some cases, such as Assessment the "deliverables" are indicated by the university and include a schedule and timeline of events. These expectations will be formalized in an agreement signed by both parties. The agreement will also contain the actions necessary for satisfactory, highly effective, and superior evaluations. It is possible to change the agreement by mutual consent of the faculty member and the chair. A committee of advisors will develop the criteria, including basic duties, for evaluating graduate and undergraduate advising.

C. Relative importance of Activities/Material

1. Basic duties, as decided in "B", will be the most important.
2. Other activities will be weighted equally

D. Standards for Evaluation

1. "**Appropriate**" evaluation of "Other Primary Duties" requires that basic responsibilities have been met.
2. "**Satisfactory**" evaluation of "Other Primary Duties" requires that basic responsibilities have been met.
3. "**Highly Satisfactory**" evaluation of "Other Primary Duties" requires that basic responsibilities have been met.
4. "**Effective**" evaluation of "Other Primary Duties" requires that basic responsibility have been met.
5. Actions necessary for a "**Highly Effective**" evaluation will be decided by the chairperson and the faculty member.
6. Actions necessary for a "**Significant**" evaluation will be decided by the chairperson and the faculty member
7. Actions necessary for a "**Superior**" evaluation for tenure will be decided by the chairperson and the faculty member.
8. Actions necessary for a "**Superior**" evaluation for promotion to associate professor will be decided by the chairperson and the faculty member

9. Actions necessary for a “**Superior**” evaluation for promotion to full professor or PAI will be decided by the chairperson and the faculty member.

III. **Research/Creative Activity**

A. Categories of Materials and Activities

1. **Professional publications and external grants for research**
 - a. *Publications* (or in press) of articles in peer-reviewed journals, of professionally reviewed books, book chapters, and monographs.
 - b. External research grants awarded.
2. **Peer reviewed publication or research proposal under review.**
3. **Presentations/Awards/Publication of non-peer reviewed articles.**
 - a. Platform presentations to appropriate professional organizations (e.g. APA, ICA, ACA, ACES, ASCA, AMHCA).
 - b. Poster presentations, seminars and workshop presentations to appropriate professional organizations.
 - c. Publication of professional non-peer reviewed articles
 - d. National research awards.
 - e. Internal research grants and
 - f. Grantsmanship award.
 - g. External program-oriented or other external grants
4. **Other scholarly work** including but not limited to: local professional lectures and presentations, participation in professional panel discussions (i.e. discussant, roundtable participant), editorial work, book reviews, internal awards for scholarship, and university research CUE’s.
5. **Works in progress** including, but not limited to, articles, research projects, and grant proposals. Attendance at professional conference.
6. **Professional Development** including, but not limited to: attending conferences or workshops, participating in webinars related to research or grant writing, etc.

B. Methods of Evaluation

Evidence of performance in an indicated area should be presented in the portfolio. Published works should be included in the portfolio. Published work that is “in press” should be documented by copies of the submitted manuscript (or galley copy from editor) and a letter of acceptance from the journal editor. Work that is “under review” is documented by copies of the manuscripts and any relevant communication regarding the manuscript. Documentation of

presentations may include the presentation or its outline, published abstract, program listing the author and any relevant communication regarding the presentation. Other documentations include letters of acceptance/award/notification of funding, letters from workshop organizers and the like. Works in progress may be documented by outlines, timetables, first drafts and the like. Candidates are encouraged to submit documentation of the quality of their work.

Evaluation of the effectiveness of a candidate's research/creative activity will include consideration of the quality and quantity of the work; significance of the work as indicated by the contribution to the candidate's discipline or field; extent and nature of national, state or local recognition of research/creative activity.

Candidates are encouraged to develop a program of research that allows for an in depth treatment, and increasing expertise, in a particular area of research.

Evaluation of publications will include consideration of the candidate's contribution to the work and the professional stature of the publications.

Evaluations of presentations will include consideration of the stature of the conference or institution where the presentation is given, whether the presentation is invited or contributed. *In general*, presentations at national conferences are considered more significant than those at regional meetings. Which are more significant than presentation at local meetings.

C. Relative Importance of Activities/Materials

Relative importance will be given in the order in which they are listed above.

D. Standards for Evaluation

1. **“Appropriate”** research evaluation for retention in probationary year one requires evidence of an activity, in the evaluation period, in at least one of the categories with one professional development activity.
2. **“Satisfactory”** research evaluation for retention in probationary year two requires evidence of an activity, in the evaluation period, in any two of the categories with one professional development activity.
3. **“Highly Satisfactory”** research evaluation for retention in probationary year three requires evidence of activity, in the evaluation period, in category three, four, or five with one professional development activity.
4. **“Effective”** research evaluation for retention in probationary year four requires evidence of activity, in the evaluation year, in category 2 or higher (a research grant or article published

or under review). If the applicant has an activity in category 2 or higher from a previous evaluation year, the applicant must have two activities in category 1-4, at least one of which must be in category 3 with one professional development activity.

5. **“Highly Effective”** research evaluation for retention in probationary year 5 requires, in the evaluation year, two activities in categories 1-4, at least one of which must be in category 3a or higher with one professional development activity.
 6. **“Significant”** research evaluation for tenure requires, over the course of the evaluation period, a minimum of five activities, distributed as follows: one in category 1a., two in category 3a or higher, and two in categories 1-4 with one professional development activity.
 7. **Significant** service for promotion to associate professor or PAI is that in which the candidate has participated, over the course of the evaluation period, in 6 activities including at least three departmental, one university, and one professionally oriented activity with a leadership position in at least two departments and one other activity with one professional development activity.
 8. **“Significant”** research evaluation for promotion to Associate Professor or PAI requires a minimum of six activities, over the Course of the evaluation period, distributed as follows: two in Category 1 including at least one in 1a., two in category 3a or higher, and two in categories 1-4 during the evaluation period with one professional development activity.
 9. A **“Superior”** research evaluation for promotion to full professor or PAI requires three activities in category 1, at least two of which should be in category 1a., and five activities in category 3 or higher during the evaluation period with one professional development activity.
- E. Annual Evaluation of Tenured Faculty
1. **“Adequate”** research evaluation for annual evaluation of tenured faculty requires evidence of activity, in the evaluation period, in at least one of the categories.
 2. **“Exemplary”** research evaluation for annual evaluation of tenured faculty requires evidence of activity, in the evaluation period, in category three or higher.
- F. Annual Evaluation of Clinical (Non-Tenured) Faculty
1. **“Adequate”** research evaluation for annual evaluation of non-tenured clinical faculty requires evidence of activity, in the evaluation period, in at least one of the categories.
 2. **“Exemplary”** research evaluation for annual evaluation of non-tenured clinical faculty requires evidence of activity, in the evaluation period, in category three or higher.
- G. Chairperson evaluation of performance of professional duties and responsibilities.

The following are taken into consideration when evaluating research performance as documented in the candidates personnel file: Non-compliance with IRB guidelines and directives.

IV. Service

A. Categories of Materials and Activities

1. **Departmental service for which the individual does not receive reassigned time**, such as work on committees, student group advisor, work on accreditation, representing department in university events, participation in departmental colloquia, and development, implementation, and participation in events and activities that contribute to the department. Any activities for which service credit is requested must be approved by the undergraduate committee, graduate committee, or the department, and must appear on the official list of department service activities. NOTE: attendance at Departmental, Undergraduate, Graduate and Unit B faculty meetings are considered part of primary duties and should not be counted as service.
2. **University /College Service for which the individual does not receive reassigned time**, such as work on committees, convocation marshal, university volunteer, work with student organizations, and the development, implementation, and participation in events and activities that contribute to the university.
3. **Professionally oriented service**, such as service to appropriate professional organizations (e.g. ACA, ACEs, ASCA, APA, APS, ABPsi), public lectures, membership in professional organizations, and dissertation committees.
4. **Community service**, including consulting work, community service projects or volunteer work with no compensation.

B. Methods of Evaluation

Documentation for these activities includes, but is not limited to, letters of appointment, meeting minutes indicating attendance and responsibilities, letters from event organizers, agendas indicating involvement of candidate. Performance will be evaluated based on the nature and extent of involvement, quality, quantity of work involved, and length of service.

Servicing as an officer (i.e., president, vice president, secretary, or treasurer) or in some other leadership role (i.e., chair or co-chair) will be considered to be a more significant contribution

than servicing as a member of a committee. In addition, discipline-oriented service activities will be considered a more significant contribution. The scope (local, state, national, international) and stature of the organization will also be considered.

C. Relative Importance of Activities/Materials

Relative importance will be given in the following order: department, university and college, professionally oriented service, and community service.

D Standards for Evaluation

1. **Appropriate** service required for retention in probationary year one is that in which the candidate has participated, during the evaluation period, in at least one activity from categories 1-4.
2. **Satisfactory** service required for retention in probationary year two is that in which the candidate has participated, during the evaluation period, in two activities from categories 1-3 at least one of which must be departmental activity.
3. **Highly satisfactory** service for retention in probationary year 3 is that in which the candidate has participated, during the evaluation period, in three activities including one departmental, one university and one professionally oriented *or* community service activity.
4. **Effective** service for retention in probationary year 4 is that in which the candidate has participated, during the evaluation period, in four activities including one departmental, one university, and one professionally oriented *or* community service activity.
5. **Highly effective** service for retention in probationary year 5 is that in which the candidate has participated, during the year of evaluation, in four activities, one from each of the service areas, with leadership position in at least one of those activities.
6. **Significant** service for tenure is that in which the candidate has participated, over the course of the evaluation period, in 5 activities distributed as follows: three departmental, one university and one professionally oriented *or* community service activities, with a leadership position in at least two of these activities.
7. **Significant** service for tenure with exceptionality is that in which the candidate has participated, over the course of the evaluation period, in 6 activities including at least three departmental, one university, and one professionally oriented activity with a leadership position in at least two departments and one other activity.
8. **Significant** service for promotion to associate professor or PAI is that in which the candidate has participated, over the course of the evaluation period, in 6 activities including at least

three departmental, one university, and one professionally oriented activity with a leadership position in at least two departments and one other activity.

9. **Superior** service for promotion to Full Professor and PAI is that in which the candidate has participated in 7 activities, over the course of the evaluation period, including three departmental, two university, two professional and one community-oriented activity with leadership position in at least three departments and one additional activity.

E. Annual Evaluation of Tenured Faculty

1. **“Adequate”** service required for annual evaluation of tenured faculty is that in which the faculty member has participated, during the evaluation period, in two activities from categories 1-3, at least one of which must be a department activity.
2. **“Exemplary”** service required for annual evaluation of tenured faculty is that in which the faculty member has participated, during the evaluation period, in four activities, one from at least three of the service areas with a leadership position in at least one of those activities.

F. Chairperson Evaluation of Professional Duties and Responsibilities

The following are taken into consideration when evaluating service as substantiated by documentation in the applicant’s personnel file:

Poor performance of department, college, or university serviced including work of poor quality, non-adherence to deadlines and timelines, non-attendance at service committee meetings, non-responsiveness to the requests of committee coordinators, or non-completion of the quality of work required.

V. Tenure or Promotion on the Basis of Exceptionality

Individuals who may not satisfy the year of service requirement may apply for tenure and promotion on the basis of exceptionality. Individuals applying on the basis of exceptionality must meet the relevant criteria for that position even though he or she does not meet the years of service requirement. Therefore, candidates **MUST** meet and prove exception to the standards set forth for promotion or Tenure.

VI. Appearance of Portfolio

Candidates are encouraged to include only information that is relevant and helpful in determining the quantity and quality of their work. Redundancy in documentation is

discouraged. Portfolios should be prepared according to the DPC's "Recommendations for Portfolio Preparation". Documentation in the portfolio should be arranged by category of performance (i.e. teaching, research, service) rather than by year, and the number of portfolios is limited to two.