

**CHICAGO STATE UNIVERSITY
DEPARTMENT OF GEOGRAPHY, SOCIOLOGY, HISTORY, AFRICAN
AMERICAN STUDIES AND ANTHROPOLOGY**

GEOGRAPHY AND SOCIOLOGY PROGRAMS

DEPARTMENTAL APPLICATION OF CRITERIA

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 Contract. The dates for this process are specified in the annual University evaluation timetable.

II. Evaluation of Faculty

A. Evaluation Scale

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

- Appropriate (lowest rank)
- Satisfactory
- Highly Satisfactory
- Effective
- Highly Effective
- Significant
- Superior (highest rank)

B. Unit A Faculty

The degree of effectiveness of performance of each faculty member who is covered under Unit A of the Contract and who is being considered for retention, promotion, PAI or tenure shall be evaluated in the areas of teaching/performance of primary duties, research/ creative activity, and service. The criteria by which these areas shall be evaluated are set forth in Section III of this document. Teaching/ performance of primary duties is considered the most important of the three areas of evaluation. In general, research/creative activities and service are regarded as having equal importance.

C. Unit B Faculty

The degree of effectiveness of performance of each faculty member who is covered under Unit B of the Contract and who is being considered for retention shall be evaluated in the area of teaching/performance of primary duties. The criteria for evaluation are set forth in Section V of this document.

D. Portfolios

Each faculty member subject to evaluation shall prepare a portfolio of materials, which will include a copy of the current Departmental Application of Criteria, a curriculum vitae, a yearlong work assignment and any revised work assignment worksheets, peer evaluations, student evaluations, instructional materials, evidence of

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research/creative activities, evidence of service, and any other materials as set forth in the contract.

III. UNIT A FACULTY: Categories of Appropriate Activities and Materials by Performance Area; Relative Importance of Activities/Materials; and Methods of Evaluation

The performance standards listed below shall be used to reach judgments about the degree of effectiveness of a faculty member's performance and are in accord with the provisions of the Contract. They are stated to express the special features of the disciplines covered by the Departmental Application of Criteria.

Personnel Action	Teaching/ Primary Duty	Research/ Creative Activity	Service
First year retention	Satisfactory	Appropriate	Appropriate
Second year retention	Satisfactory	Satisfactory	Satisfactory
Third year retention	Effective	Highly Satisfactory	Highly Satisfactory
Fourth year retention	Highly effective	Effective	Effective
Fifth year retention	Significant	Highly effective	Highly effective
Tenure	Superior	Significant	Significant
Associate Professor	Superior	Significant	Significant
Full Professor	Superior	Superior	Superior
Post-Tenure Review	Adequate/Exemplary	Adequate/Exemplary	Adequate/Exemplary
PAI	Superior	Superior/Significant	Superior/Significant

A. Teaching / Performance of Primary Duties

1. Categories of Materials and Activities

- a) Classroom observation, evidenced by the *Classroom Evaluation Form*.
- b) Student evaluations, evidenced by the Summary Student Evaluation of Instructor Form.
- c) Instructional materials and participation in assessment activities as required in General Education Assessment or Program Assessment evidenced by the *Instructional Materials Evaluation Form*.
- d) Other activities relating to teaching such as course development, program development, professional development, and classroom experimental activities.
- e) To encourage the development and teaching of on-line courses, faculty members shall be given additional weight for the development and teaching of such courses.
- f) Performance of advisement duties if accompanied by the assignment of CUEs, evidenced by the *Re-Assigned Time Evaluation Form*.
- g) Performance of General Education Assessment Coordinator duties and/or Program Assessment Coordinator duties if accompanied by the assignment of CUEs, evidenced by the *Re-Assigned Time Evaluation Form*.
- h) Performance of any other activities in which the faculty member being evaluated is assigned CUEs by the chair of the department, evidenced by the *Re-Assigned Time Evaluation Form*. Such activities may include, but are not limited to: Fredrick Blum Neighborhood Assistance Center Coordinator, Program Coordinator, union officiating, and department-assigned research activities.

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2. Relative Importance

- a) In the event a faculty member is assigned teaching duties only, the categories shall be weighted as follows: Peer observations (a) will be of primary importance, student evaluations (b) and instructional materials and assessment (c) will be of secondary importance, and other activities, such as course development, instructional redesign, and experimental pedagogical activities (d) will be of tertiary importance.
- b) In the event that a faculty member is assigned duties in addition to teaching, such as advising, (category “f” from above), assessment coordinator (category “g” from above), or any other re-assigned time duties (category “h” from above), the evaluation will be based entirely on the *Re-Assigned Time Evaluation Form*. Re-assigned time duties will be assessed based on the percentage of the contractual requirement represented by the CUEs assigned to the activity: 1 CUE = 4%, 2 CUEs = 8%, 3 CUEs = 12%, 4 CUEs = 16%, 5 CUEs = 20%, 6 CUEs = 24%, etc. While it will be impossible to accurately work with strict percentages in a qualitative assessment, a good faith effort will be made by both the DPC and the Department Chairperson to consider performance in re-assigned time activities following the rough formula laid out above. The remainder of the contractual requirement would be fulfilled through the completion of teaching duties.

3. Methods of Evaluation of Category A Teaching Materials

All faculty members being evaluated must submit materials to demonstrate their classroom performance. In doing so, materials or evidence to support items a.1-5, are required while additional materials that fall under a.6 being optional. To evaluate faculty member’s additional contributions and/or development faculty must submit evidence to substantiate activity in at least one area in categories b, c or d.

A Activities	Materials to be Evaluated
a. Classroom performance	<ol style="list-style-type: none"> 1. Revised faculty work assignments for the evaluation period. 2. All peer and chair evaluations during the evaluation period. 3. Summary of student evaluations (with student comments) for each course evaluated during the review period. 4. The course syllabus, the final exam/project, a representative hour exam/assignment and a sampling of quizzes, handouts, lectures, or other materials used for each different course taught during the evaluation period. 5. If teaching assessment courses, evidence of participation in required assessment activities. 6. The following <u>may</u> also be submitted: <ol style="list-style-type: none"> a. Signed statements relating to teaching performance. b. Evidence of teaching awards. c. Class grade distributions. d. Evidence of participation in the academic early warnings. e. Other materials.
b. Other teaching related activities	<ol style="list-style-type: none"> 1. Evidence of training students in research/creative activities. 2. Evidence of training students as teaching assistants. 3. Evidence of student mentoring. 4. Evidence of assisting with study groups/tutoring groups. 5. Evidence of observing of student teaching candidates.

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c. Curriculum development and revision	<ol style="list-style-type: none"> 1. Original instructional materials such as homework problems, 2. novel/original learning aids, and new hands-on activities. 3. Updates to lecture material. 4. Evidence of efforts to develop new courses, update existing courses, or change a program's curriculum. 5.
d. Professional development for teaching improvement	<ol style="list-style-type: none"> 1. Documentation of participation in professional development activities that contribute to course development and improvement of teaching. Can include, but not limited to: <ol style="list-style-type: none"> a. Courses, workshops, conferences, seminars attended to improve teaching (at CSU and elsewhere) b. Other teaching related educational experiences c. Earning a degree or certification relevant to professional development

a) Evaluation of Classroom Performance

Classroom observations shall be conducted by two members of a DPC, one chosen by the applicant and one by the DPC. In the event that two qualified DPC members are not available to conduct a classroom evaluation, another faculty member from within the department may serve as the second evaluator. If all other options fail, a faculty member from a related discipline may serve as the second evaluator. Evaluations must be conducted by a faculty member at or above the rank of the individual being evaluated.

Each of the observers shall complete a classroom observation using the standard *Classroom Evaluation* form. These evaluations shall be given to the Chairperson of the DPC who shall provide them to the faculty member being evaluated and to the members of the DPC for use during an evaluation meeting. The Chairperson of the DPC will also advise the applicant and all members of the DPC as to the appropriate personnel action the applicant is requesting (probationary year level, tenure, promotion, PAI) and the language required for such action as laid out in the contract.

All *Classroom Evaluation Forms* shall be signed and dated by the primary evaluator and the faculty member being evaluated.

The department Chairperson shall conduct at least one classroom observation of every faculty member being evaluated for retention, promotion, tenure, or PAI. The class visited shall be determined in consultation with the faculty member being evaluated. The results of the visitation should be discussed with the faculty member involved. An independent signed and dated *Classroom Evaluation Form* shall be submitted by the department Chairperson to the faculty member involved and the DPC as part of the Chair's evaluation.

For Post-Tenure Annual Review:

The department chair or faculty peer from the department will conduct a classroom evaluation of all tenured faculty once every two years using the classroom observation form. A faculty member being reviewed may request either a faculty peer or chairperson observation and the chair will appoint the reviewer, based on the faculty member's request.

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Classroom Observation

<i>Performance Standard</i>	<i>At least 2 out of 3 observations must be rated:</i>
Satisfactory	Satisfactory
Effective	Effective
Highly Effective	Highly Effective
Significant	Significant
Superior	Superior
In the case where one or more of the peer evaluations is lower than the specified level, the DPC may still elect to give the higher rating overall if it explicitly justifies its decision. Online asynchronous courses will be evaluated by a review of the materials, discussions, lecture recordings, and any other relevant materials. Evaluations shall be determined accordingly.	

b) Student Evaluation of Teaching Effectiveness

At least once each academic term, each faculty member shall have his/her teaching effectiveness evaluated by students. Student evaluations of teaching effectiveness shall be compiled through use of the University's on-line evaluation form with additional department questions if approved by the Chairperson and a majority of tenured faculty.

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. Since the faculty member cannot control the choice students make regarding the completion of the on-line forms, no faculty member will be penalized for a low completion rate. It is expected that faculty members will encourage students to complete the on-line form through information in the course syllabus and appropriate reminders near the end of the term.

The summary of the appropriate forms shall be made available to the DPC if the faculty member is being considered for a personnel action. A faculty member shall have the opportunity to examine his/her own student evaluations. The raw data shall be preserved until the end of the personnel process.

The DPC shall consider differences in course characteristics (large/small lecture; seminar; lab) when evaluating the results. Evaluation of a faculty member's teaching/performance of primary duties will be in accord with all items listed in the Contract.

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Student Evaluations from University Online Evaluations

<i>Performance Standard</i>	<i>Student Evaluation Mean Score</i>
Satisfactory	1.7 – 2.2
Effective	2.3 – 2.9
Highly Effective	3.0 – 3.5
Significant	3.6 – 4.1
Superior	4.2-5.0

When faculty teach a course for the first time or deliver courses that have been newly approved for Distance Learning, significant additional preparation is required. As such, when those courses are being evaluated for the first time, that work will be taken into account as it relates to the relative importance of student evaluations.

c) Evaluation of Instructional Materials

Evaluation of instructional material shall be conducted by two members of the DPC. Instructional materials are to be taken as a whole. Each evaluator shall prepare a signed and dated written statement of his/her evaluation of instructional material using the *Instructional Materials Evaluation Form*. These evaluations shall be given to the Chairperson of the DPC, who shall provide them to the faculty member being evaluated and to the other members of the DPC for use during an evaluation meeting.

In addition, the Department Chairperson shall conduct an independent evaluation of the faculty member's instructional materials. An independent *Instructional Materials Evaluation Form* shall be submitted by the department Chairperson to the faculty member and the DPC as part of the Chair's evaluation. All department *Instructional Materials Evaluation Forms* shall be signed by the primary evaluator and the faculty member being evaluated.

Instructional Materials Evaluation

<i>Performance Standard</i>	<i>Instructional Materials Evaluation Rating</i>
Satisfactory	Satisfactory or higher
Effective	Effective or higher
Highly Effective	Highly Effective or higher
Significant	Significant or higher
Superior	Superior

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4. Methods of Evaluation of Category B Non-Instructional Primary Duties

The chairperson will conduct the evaluation of performance of non-instructional primary duties. The chairperson will prepare the *Re-Assigned Time Evaluation Form* with a signed and dated written statement. The performance of primary duties (beyond required classroom activities) are as central to the teaching function of the institution as direct instruction. The acquisition of resources, activities directed at program improvement and other professional development activities that are associated with these activities must be evaluated. The division of CUEs between teaching and primary duties, as listed on the approved and revised faculty workload assignment, will dictate the relative importance between these two categories where required. Compensated duties or other activities where release time has been provided do not diminish the importance of direct instructional activities, but should be viewed as significant in accord with one’s professional development and the mission of the University. Below are specific instructions regarding the evaluation of B activities:

Letters of Evaluation and Documentation of Activities Related to the Primary Duty

A letter of evaluation or acknowledgment for each primary duty should be completed and included in the portfolio by the direct supervisor of the activity for whom re-assigned time has been provided. For activities spanning multiple years, only one letter of evaluation for each activity is required. If the direct supervisor of the activity is the chairperson, the chairperson may include their evaluation of the primary duty in their overall narrative of the candidate. Documentation of attendance at activities related to the assigned primary duties is required. This documentation must satisfactorily reflect one’s engagement and actual participation in said activities. If release time has been granted for research, then a brief summary of the research performed must be included in this section even if a more detailed report of the research is reported in the research section. If release time has been granted for being a program coordinator, then the results of being a program coordinator may still be reported in the service section.

B Non-Instructional Activities	Materials to be Evaluated
a. Research Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty.
b. Program Coordinator or Administrative Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty.
c. Academic Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty.
d. Assessment Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Representative assessment reports. 4. Evidence of attendance at assessment meetings.
e. Advising Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty.

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	3. Summary of completed advisor surveys (where available).
	4. Evidence of attendance at advising meetings.
f. Other Type of Release Time	1. Letter of evaluation. 2. Synopsis of activities related to the primary duty.

B. Research/Creative Activity

1. Categories of Materials and Activities

Faculty members shall not be restricted or limited in 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 discipline. No limits are to be placed on the kinds of research/creative activities selected, as long as there is a demonstrable relationship between the faculty member's research and his/her academic area. The Department recognizes that research within Geography and Sociology may differ significantly and, further, that a variety of different kinds of research may be appropriate within each discipline. The categories that follow are meant to describe relative rankings of activities in accordance with section 19.3(3)(b) of the Contract; and the activities listed within each category are meant to be illustrative of the kinds of activities that may be considered in each category. These lists are not meant to be either definitive or exhaustive. A faculty member may suggest the appropriate category in which a particular activity should be counted. Each faculty member is encouraged to consult with the DPC concerning his/her activities, their category ranking, and the appropriate documentation.

Category I:

- a) Published book from an established, non-vanity, publisher. Documentation may consist of the title page or table of contents of a book as the publication appeared in print, or a letter from an editor or publisher accepting a book for an upcoming publication. The faculty member may request that a full-length book to be equal in weight to multiple articles. If this is requested, this request must be part of the faculty member's portfolio and include a table of contents and a title page showing the book's publisher.
- b) Peer-reviewed articles, whether in journals, books, or other venues including articles which have been accepted for publication and not yet published for which the faculty member is the primary/corresponding author. Documentation may consist of off-prints of the published work, an electronic copy of the first page of an article, or a letter from an editor or publisher accepting an article for an upcoming publication.
- c) Peer-reviewed articles, whether in journals, books, or other venues including articles which have been accepted for publication and not yet published for which the faculty member is NOT the primary/corresponding author but to which the faculty member has made a major contribution. Documentation may consist of off-prints of the published work, an electronic copy of the first page of an article, or a letter from an editor or publisher accepting an article for an upcoming publication. In such cases the DPC will look carefully at the contribution of the candidate to the work in making their

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determination. It is the responsibility of the candidate to fully explain their role in the project so the DPC can make a well informed decision.

d) Award of an external grant or fellowship. No limit is to be placed on the kind of grant or the purpose for which it was awarded, so long as there is a demonstrable relationship between the award and the faculty member's discipline and/or area of expertise. Documentation must include the grant award letter.

- e) Editing or co-editing an edited book-length volume from an established, non-vanity, publisher. Documentation may consist of the title page or table of contents of a book as the publication appeared in print, or a letter from an editor or publisher accepting a book for an upcoming publication.
- f) Substantial professional reports produced for or with a government body or community organization related to the faculty member's subject area. Documentation may consist of the title page and table of contents of the report, as well as a web link to the full report, if available.

Category II:

- a) Manuscripts submitted to or in review in peer-reviewed publications. Documentation may consist of letters, faxes or e-mails from the editor or publisher acknowledging receipt or providing a status report.
- b) Peer-reviewed articles, whether in journals, books, or other venues including articles which have been accepted for publication and not yet published for which the faculty member is NOT the primary/corresponding author and the faculty member has NOT made a major contribution. Documentation may consist of off-prints of the published work, an electronic copy of the first page of an article, or a letter from an editor or publisher accepting an article for an upcoming publication.
- c) Publications in any venue not covered in Category I. No limit is to be placed on the kinds of manuscripts published or on the publications in which the manuscripts appear, so long as there is a demonstrable relationship to the faculty member's discipline and/or area of expertise. Documentation shall conform to the guidelines in Category I.
- d) Award of internal grants or fellowships. No limit is to be placed on the kind of grant or the purpose for which it was awarded, so long as there is a demonstrable relationship between the award and the faculty member's discipline and/or area of expertise. Documentation must include the grant award letter.
- e) Book reviews published in professional journals or similar publications
- f) Paper(s) presented at professional meetings, or evidence that a paper has been accepted for presentation at such a meeting that will not take place until after the evaluation period.
- g) Invited scholarly presentations at academic institutions or professional organizations.
- h) Activities related to a multi-year grant not claimed in Category I.

Category III:

- a) Manuscripts in preparation. The acceptability of unpublished manuscripts and the appropriate documentation shall be determined by the DPC in consultation with the faculty member. The Chair of the DPC may designate a referee in the same area of expertise to provide a written evaluation of the materials submitted, on the Department Unpublished Materials form, for consideration by the DPC.
- b) Research in progress. The acceptability of ongoing research and the appropriate documentation shall be determined by the DPC in consultation with the faculty member. The Chair of the DPC may designate a referee in the same area of expertise to provide a written evaluation of the materials submitted, on the Department Unpublished Materials form, for consideration by the DPC.
- c) Grant or fellowship proposals or applications in preparation. The acceptability of such proposals shall

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be judged by the DPC, which may solicit the opinions of referees in the faculty member's discipline and/or area of expertise.

- d) The development of research collaborations with institutions or community-based organizations, so long as there is a demonstrable relationship between the organization's purpose or agenda and the faculty member's discipline and/or area of expertise.
- e) Serving as a peer reviewer for granting agencies, publications, publishers, or any other area in which the faculty member's expertise is recognized. Acceptable documentation shall be copies of letters acknowledging receipt of the faculty member's reviews.
- f) Statements from professionals outside the University testifying to the faculty member's participation in ongoing research or creative projects, to the quality or importance of the faculty member's work, to the value or importance of the faculty member's contributions to his/her discipline or area of expertise, and so forth. It is the responsibility of the faculty member to ensure timely submission of any statement(s) that he/she wishes to have considered by the DPC.

Category IV:

- a) Classes taken to update skills. Such classes may relate to the faculty member's discipline or area of expertise, or to teaching and/or pedagogy in their theoretical or practical aspects.
- b) Progress toward a related degree. The appropriateness of such a degree, including its level and subject matter, shall be determined by the DPC in consultation with the faculty member.
- c) Acquisition of knowledge in a specific area, so long as there is a demonstrable relationship between the area in question and the faculty member's discipline, area of expertise, ongoing research, collaboration with other professionals, and so forth. Appropriate documentation shall be determined by the DPC in consultation with the faculty member.
- d) Talks, lectures, seminars, or special presentations given to groups within or outside of the University. Documentation may include, but is not limited to, flyers announcing the presentation, reviews of the presentation, or communications from the organizers of or participants in the event.

2. *Methods of Evaluation*

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 or not s/he has fulfilled the standard indicated for the appropriate category. The standards for evaluation are as follows:

Research/Creative Activity Evaluation

<i>Performance Standard</i>	<i>As Required for:</i>	<i>Completion of:</i>
Appropriate	Retention in probationary year one	One criterion in Category III or IV
Satisfactory	Retention in probationary year two	Two criteria in Category III or IV
Highly Satisfactory	Retention in probationary year three; Promotion to Assistant Professor	Three criteria in Category III or IV
Effective	Retention in probationary year four; Promotion to Assistant Professor	One criterion from Category II and One criterion from Category III or IV

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Highly Effective	Retention in probationary year five	Two criteria from Category II and Two criteria from Category III or IV
Significant	Tenure; promotion to Associate Professor	At least one criterion from Category I (at least one peer-reviewed publication); Two additional criteria from Categories I - IV
Superior	Promotion to Professor; PAI	At least two criteria from Category I (at least one peer-reviewed publication); At least four additional criteria from Categories I - IV

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<i>Performance Standard</i>	<i>During a One-Year Period, Completion of:</i>
Adequate	At least one criterion from Category III or higher; one criterion from Category IV or higher
Exemplary	At least one criterion from Category II; two criteria from Category IV or higher.

For **PAI**, the candidate must demonstrate:

Superior performance in Teaching/Primary duties and in EITHER Research or Service;

Significant performance must be shown for the remaining area.

With regard to the evaluation of materials on the basis of **exceptionality**, the materials submitted must exceed the standard of performance required for the given action.

C. Service

1. Categories of Materials and Activities

Faculty members are expected to participate in university and/or community related activities. A summary record of such activities is to be provided as part of the portfolio. Supporting evidence for these activities is also expected.

Faculty members participate in a wide variety of service activities. In the portfolio, these activities should be categorized in one or more of the five categories listed below. Suggestions for possible activities within each list are shown within each category. Lists are not meant to be all-inclusive, nor is it necessarily expected that faculty members will have activities within each category.

- a) Service to Field and Professional Organizations, including:
 - Offices in professional organizations
 - Membership and participation in professional organizations
- b) Service to University, including:
 - Offices in University committees
 - Membership in University committees
 - Assistance in the Honors programs, University Without Walls or other special programs
 - Faculty Union service
 - Speaking to classes outside the college
- c) Service to College, including:

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- Offices in College committees
- Membership in College committees
- Speaking to classes in other departments within the college
- d) Service to Department, including:
 - Offices in Departmental committees
 - Membership in Departmental committees
 - Student advising
 - Career counseling and internship supervision
 - Maintenance of laboratory equipment
 - Assistance with departmental promotion activities
 - Assistance with student groups
 - School visitations and other recruitment activities
 - Speaking to classes of other faculty members within the department
 - Applying for grants for Departmental equipment and activities.
- e) Service to Community, including:
 - Involvement in community activities which draw upon one's academic skills
 - Boards of Directors of Community Organizations and Agencies related to one's area(s) of expertise
 - Volunteer work which draws upon one's academic skills
 - Professional speaking engagements in the community
 - General community outreach

2. *Relative Importance*

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 growth, and the nature of the faculty member's academic background.

Not every discipline lends itself to the same service opportunities, especially as it is related to community activities. It is also anticipated that the amount of service activities engaged in by a faculty member may vary from year to year. Another obligation may arise resulting in a decline in service while the faculty member nonetheless continues in good faith to engage in some of the activities listed above.

Evaluation of a faculty member's service will be in accord with all items listed in the Contract.

3. *Methods of Evaluation*

Faculty members' service activities will be judged based on the number of activities and the quality of each activity. For example, serving in a leadership position on a committee will be evaluated as being more significant than membership alone. Serving on the board of a community organization carries more weight than an ad hoc committee membership of community organization. In addition, faculty members may request more consideration for special activities by attaching an additional explanation of the specific work involved in this activity. The DPC will judge whether to give the faculty member extra consideration. Faculty members are encouraged to use this option if applicable. It is recognized that quality of service ranks higher than the quantity of activities.

The DPC and the contract recognize that a faculty member, when applying for tenure, has begun with an expectation for retention of appropriate service in probationary year one, satisfactory in probationary year two, and so forth. Evaluation language by the DPC will reflect this. The performance standard for the faculty member in multi-year evaluations shall be determined by considering accrued activities

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demonstrated by documented activities and comparing to the standards listed below.

4. Guidelines for Evaluation of Service

<i>Performance Standard</i>	<i>As Required for:</i>	<i>Completion of:</i>
Appropriate	Retention in probationary year one	Acceptable performance in at least one activity
Satisfactory	Retention in probationary year two	Acceptable performance in at least two activities (at least one to the college or university)
Highly Satisfactory	Retention in probationary year three; Promotion to Assistant Professor	Acceptable performance in at least three activities (at least one to the college or university)
Effective	Retention in probationary year four;	Acceptable performance in at least three activities (at least two to the college, university, or department)
Highly Effective	Retention in probationary year five	Acceptable performance in at least four activities (at least two to the college, university, or department)
Significant	Tenure; promotion to Associate Professor	1. Acceptable performance in four activities (at least must be two to the college, university, or department); 2. significant performance (a leadership role) in any of the activities listed above
Superior	Promotion to Professor; PAI	1. Acceptable performance in four activities (at least two must be to the college, university, or department); 2. significant performance (a leadership role) in any least two of the activities listed above, at least one of which must be to the college, university, or department.

Post-Tenure Annual Evaluation

<i>Performance Standard</i>	<i>During a One-Year Period, Completion of:</i>
Adequate	Acceptable performance in at least three activities (at least two must be to the college, university, or department)

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Exemplary	<ol style="list-style-type: none"> 1. Acceptable performance in four activities (at least must be two to the college, university, or department); 2. significant performance (a leadership role) in any of the activities listed above
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- i. For **PAI**, the candidate must demonstrate:
 Superior performance in Teaching/Primary duties and in EITHER Research or Service; Significant performance must be shown for the remaining area.

The DPC may also choose to change the service ranking of a faculty member one level up. If the DPC decides to do this, they must include a letter in the portfolio explaining the reason for this change.

All members of the DPC will review and discuss documentation of service submitted by a candidate. They may request a written statement as to the quality of the service from other persons involved in the service activities documented by the candidate.

It is recognized that holding office in national, university, college, or departmental committees is more time-consuming and requires more effort than membership in any of the above activities, therefore, holding office should be counted as a two-point activity, where applicable according to the formula above.

On occasion, a faculty member may receive CUE's for one of the service activities on the list, such as service as Faculty Senate President. The department considers this to be in recognition of the importance of the service activity. It is not to be construed as a reallocation of the activity to Teaching/Primary Duties.

All the categories of service activities are of equal importance. It is expected that individuals will document widely differing activities and emphases in their service contributions; the importance of such activities will be considered on the basis of each individual's documentation.

Evaluation of a faculty member's service will be in accord with all items listed in the Contract. The table below offers examples of each category, but in no way is meant to be exhaustive.

Service Group	Acceptable Performance	Significant Performance
Service to Field and Professional Organizations	Membership and participation in professional organizations	Offices in professional organizations
Service to University	Membership in University committees	Offices in University committees
Service to College	Membership in College committees	Offices in College committees
Service to Department	Membership in Departmental committees School visitations Assistance with student groups	Offices in Departmental committees Mentoring students to develop leadership in student groups and clubs
Service to Community	Volunteer work which calls upon one's academic skills	Boards of Directors of Community Organizations and Agencies related to one's area(s) of expertise

IV. Departmental Application of Criteria for Exceptionality

An eligible employee who applies for consideration for tenure or promotion on the basis of exception or for tenure by exception in the fourth or fifth years must meet the relevant university criteria as described in the contract. In addition, the employee must show evidence of exceptional performance beyond that otherwise required in *two of the three* areas of evaluation.

Exceptionality in the area of Teaching

1. Creation of two or more new courses.
2. Development of a new degree or certificate program for CSU.
3. Student evaluations consistently rating the faculty member at 4.2-5.0 over the entire evaluation period.
4. Faculty Excellence Award in the area of Teaching from CSU or other professional bodies.

Method of Evaluation: An individual submits a representative sample of materials that provides evidence for *any two* or more of the exceptionality criteria.

Exceptionality in the area of Research

Two additional Category I Research and Creative Activities.

- a) Published book from an established, non-vanity, publisher. Documentation may consist of the title page or table of contents of a book as the publication appeared in print, or a letter from an editor or publisher accepting a book for an upcoming publication. The faculty member may request that a full-length book to be equal in weight to multiple articles. If this is requested, this request must be part of the faculty member's portfolio and include a table of contents and a title page showing the book's publisher.
- b) Peer-reviewed articles, whether in journals, books, or other venues including articles which have been accepted for publication and not yet published for which the faculty member is the primary/corresponding author. Documentation may consist of off-prints of the published work, an electronic copy of the first page of an article, or a letter from an editor or publisher accepting an article for an upcoming publication.
- c) Peer-reviewed articles, whether in journals, books, or other venues including articles which have been accepted for publication and not yet published for which the faculty member is NOT the primary/corresponding author but to which the faculty member has made a major contribution. Documentation may consist of off-prints of the published work, an electronic copy of the first page of an article, or a letter from an editor or publisher accepting an article for an upcoming publication. In such cases the DPC will look carefully at the contribution of the candidate to the work in making their determination. It is the responsibility of the candidate to fully explain their role in the project so the DPC can make a well-informed decision.
- d) Award of an external grant or fellowship. No limit is to be placed on the kind of grant or the purpose for which it was awarded, so long as there is a demonstrable relationship between the award and the

Departmental Application of Criteria, 2018-2022

faculty member's discipline and/or area of expertise. Documentation must include the grant award letter.

- e) Editing or co-editing an edited book-length volume from an established, non-vanity, publisher. Documentation may consist of the title page or table of contents of a book as the publication appeared in print, or a letter from an editor or publisher accepting a book for an upcoming publication.
- f) Substantial professional reports produced for or with a government body or community organization related to the faculty member's subject area. Documentation may consist of the title page and table of contents of the report, as well as a web link to the full report, if available.

Method of Evaluation: An individual submits evidence for *any two* or more of the above activities.

Exceptionality in the area of Service

1. Award of Faculty Excellence Award in the area of Service from CSU or other professional bodies.
2. Service as an officer of a professional organization at the national or international level.
3. Chair of a planning committee for a state or national conference.
4. Participation on a committee/task force that reviews/develops policy related to one's area of expertise at the national or international level.
5. Meets standards for tenure and has two or more significant contributions at the university or college level.

Method of Evaluation: An individual submits a representative sample of materials that provide evidence for *any two* or more of the above activities.

V. UNIT A FACULTY: Application for Promotion

For a faculty member to be promoted to the position of **Assistant Professor**, the individual must be rated as "highly effective" in the Teaching/Performance of Primary Duties category, in research and creative activities the faculty member must be rated as "satisfactory," and he/she must also have achieved a "satisfactory" rating in service.

For a faculty member to be promoted to the position of **Associate Professor**, the individual must be rated as "superior" in the Teaching/Performance of Primary Duties category, in research and creative activities the faculty member must be rated as "significant," and he/she must also have achieved a "significant" rating in service.

For a faculty member to be promoted to the position of **Professor**, the individual must be rated as "superior" in the Teaching/Performance of Primary Duties category, in research and creative activities the faculty member must be rated as "superior," and he/she must also have achieved a "superior" rating in service.

VI. UNIT A FACULTY: Application for PAI

For a faculty member to receive a **PAI (Professional Advancement Increase)**, the individual must be rated as "superior" in the Teaching/Performance of Primary Duties category, and he/she must be rated a minimum of one "superior" in research/creative activities and "significant" in service; or may be rated "significant" in research/creative activities and "superior" in service.

VII. UNIT B FACULTY: Categories of Appropriate Materials and Methods of Evaluation

Unit B faculty members (lecturers) shall not be evaluated until they have completed one full academic term of service at the University. The responsibility for evaluating Unit B faculty members shall reside with the Department Chair.

A. Categories of Materials and Activities

1. Classroom observation, evidenced by the Department Classroom Evaluation Form.
2. Student evaluations, evidenced by the Student Evaluation of Instructor Form.
3. Instructional materials, evidenced by the Instructional Materials Evaluation Form.
4. Other materials and/or activities related to teaching, such as course development, program development, professional development, and classroom experimental activities.

B. Relative Importance

1. The categories shall be weighted as follows: 1: 50%; 2: 25%; 3: 25%.
2. Documented activities or materials in category 4 may be used to make up a deficiency in one of the first three categories or to raise the overall evaluation of the faculty member.

C. Methods of Evaluation

1. Classroom observation.

The classroom performance of the faculty member shall be observed at least twice during the period under evaluation. The class visited shall be determined in consultation with the faculty member being evaluated. One observation shall be conducted by the Department Chair and a second by another faculty member in the same discipline as the faculty member being evaluated, so long as the observing faculty member is covered by the Unit A contract. Faculty members other than the Department Chair performing the classroom observation shall be appointed by the Department Chair in consultation with the faculty member who is being evaluated. The observer shall prepare a written statement of his/her observations using the Department's standard Classroom Evaluation Form. The statement shall be signed by the observer and by the faculty member being evaluated. A copy of the evaluation shall be given to the faculty member and the original shall be forwarded to the Department Chair. The results of the visit should be discussed with the faculty member.

- To be judged "satisfactory" in this category, the evaluations must be "satisfactory" or higher.
- To be judged "highly effective" in this category, the evaluations must be "highly effective" or higher.

3. Student Evaluation of Teaching Effectiveness

- a) The faculty member shall submit summaries of student evaluations for courses that he/she has taught during the period under evaluation in accordance with Article 33.1.b(1) of the Contract. The evaluations shall be collected and tabulated using the same procedures and observing the same guidelines as set forth in Section III.A.3.b of this document.

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From the reports from the university's online form, averages consisting of the following criteria will be utilized:

<i>Performance Standard</i>	<i>Student Evaluation Mean Score</i>
Satisfactory	1.7 – 2.2
Effective	2.3 – 2.9
Highly Effective	3.0 – 3.5
Significant	3.6 – 4.1
Superior	4.2-5.0

3. *Evaluation of Instructional Materials*

The faculty member being evaluated shall submit copies of his/her syllabi/class policies and representative tests/examinations for all courses taught during the period under evaluation. These materials shall be evaluated by the Department Chair or by a Unit A faculty member from the same discipline as the faculty member under evaluation. If a faculty member other than the Department Chair performs the evaluation of instructional materials, that person shall be appointed by the Department Chair in consultation with the faculty member being evaluated. The evaluator shall prepare a written statement of his/her evaluation using the Department Instructional Materials Evaluation Form. The statement shall be signed by the observer and by the faculty member being evaluated. A copy of the evaluation shall be given to the faculty member and the original shall be forwarded to the Department Chair.

B) With regard to the annual evaluation of **temporary 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

**DEPARTMENT of GEOGRAPHY, SOCIOLOGY, HISTORY, AFRICAN AMERICAN STUDIES and
ANTHROPOLOGY
CLASSROOM EVALUATION FORM**

FACULTY MEMBER EVALUATED _____

Departmental Application of Criteria, 2018-2022

Reason for Evaluation _____ Retention
 _____ Tenure
 _____ Promotion to the Rank of _____
 _____ PAI

SUPERIOR *SIGNIFICANT* *HIGHLY EFFECTIVE* *EFFECTIVE* *SATISFACTORY* *NOT APPLICABLE*
 5 4 3 2 1 n/a

RATINGS	CATEGORY	DESCRIPTION	COMMENTS
	Moodle and classroom technology	Moodle and other classroom technologies were used effectively.	
	Timing	Class began and ended on time; class time flowed appropriately.	
	Student Engagement	Students were engaged with the materials, discussion, lecture.	
	Instructor Engagement	Instructor was engaged with students; answered questions, encouraged learning.	
	Instructor Preparedness	Instructor was prepared for class, knowledgeable of course materials,	
	Classroom Activities	Instructor engaged in activities and discussion; more than just lecture.	
	Learning Environment	Instructor developed a learning environment; identified goals, objectives and offered feedback	
	OVERALL RATING		

Observer Comments:

Signature of Evaluator _____ Date _____

Signature of faculty member evaluated _____ Date _____

**DEPARTMENT of GEOGRAPHY, SOCIOLOGY, HISTORY, AFRICAN AMERICAN STUDIES and ANTHROPOLOGY
 INSTRUCTIONAL MATERIALS EVALUATION FORM**

FACULTY MEMBER EVALUATED _____

Reason for Evaluation _____ Retention

Departmental Application of Criteria, 2018-2022

_____ Tenure
 _____ Promotion to the Rank of _____
 _____ PAI

<i>SUPERIOR</i>	<i>SIGNIFICANT</i>	<i>HIGHLY EFFECTIVE</i>	<i>EFFECTIVE</i>	<i>SATISFACTORY</i>	<i>NOT APPLICABLE</i>
5	4	3	2	1	n/a

RATINGS	CATEGORY	DESCRIPTION	COMMENTS
	Effective use of Moodle and other classroom technology	Contents (course overview, module overview*, syllabus+, contact info+, instructions as to how to submit assignments and post a discussion*+), organization, clarity	
	Diversity of teaching materials	Utility of lecture materials (e.g., PPT) +, perhaps additional handouts, discussion forum*, using of conference meeting*, video clips*, and links to external resources.	
	Activities	Presence of class activities, number of activities, clear instruction*, easy to navigate* (user friendly), rigor and matching the learning objectives	
	Assessments	Presence of student assessment*+, Frequency and variety of assessments, Students access to assessed records*+	
OVERALL RATING			

Items listed are not checklists and every item are not required for the evaluation

+Elements that are absolutely required.

*For the evaluation of eLearning courses and materials posted on moodle (courses management system)

Observer Comments:

Signature of Evaluator _____ Date _____

Signature of faculty member evaluated _____ Date _____

**DEPARTMENT of GEOGRAPHY, SOCIOLOGY, HISTORY, AFRICAN AMERICAN STUDIES and ANTHROPOLOGY
 REASSIGNED TIME EVALUATION FORM**

FACULTY MEMBER EVALUATED _____

Reason for Evaluation _____ Retention _____

Departmental Application of Criteria, 2018-2022

_____ Tenure
 _____ Promotion to the Rank of _____
 _____ PAI

<i>SUPERIOR</i>	<i>SIGNIFICANT</i>	<i>HIGHLY EFFECTIVE</i>	<i>EFFECTIVE</i>	<i>SATISFACTORY</i>	<i>NOT APPLICABLE</i>
5	4	3	2	1	n/a

RATINGS	CATEGORY	DESCRIPTION	COMMENTS
	OVERALL RATING		

Observer Comments:

Signature of Evaluator _____ Date _____

Signature of faculty member evaluated _____ Date _____