



**CHICAGO STATE
UNIVERSITY**

**DEPARTMENT OF
ADVANCED STUDIES IN EDUCATION**

DEPARTMENTAL APPLICATION OF CRITERIA

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DEPARTMENT OF
ADVANCED STUDIES IN EDUCATION
DEPARTMENTAL APPLICATION OF CRITERIA

MISSION

The Department of Advanced Studies in Education (DASE) strives to balance theory with practice by offering appropriate field and hands-on experiences, as well as the highest possible caliber of academic programs. Reflected in both the quality of our programs, and the background of our faculty are (a) strong grounding in educational theory and research; (b) developing our students' skills in critical thinking and reflective practice; (c) modeling effective administrative and teaching practices; (d) fostering sensitivity to diversity in our students; (e) collaborating with other departments in the university; and (f) working in partnership with local educational organizations, and assisting in the development of effective and viable schools.

RESPONSIBILITIES OF FACULTY MEMBER BEING EVALUATED

The faculty member being considered and evaluated for retention, promotion, tenure, or for academic rewards such as Professional Advancement Increase (PAI) must provide a portfolio of materials including an updated vita that addresses the following three Areas of Consideration in Evaluating Effectiveness of Performance (Contract 2022-2026, 19.3.d): teaching/performance of primary duties; research/creative activity; and service. The portfolio must be submitted to the chairperson of the Department Personnel Committee (DPC) by the date designated in the university schedule for personnel actions to allow sufficient time for members of the DPC to review the materials. The Department of Graduate Studies in Education shall have a Personnel Committee composed of and elected by department bargaining Unit A teaching, resource, and clinical employees. The purpose of the Department Personnel Committee shall be to provide recommendations to the Department Chair concerning retention, reappointments, multiple-year appointments, promotion, PAI, or tenure of department employees.

AREAS OF CONSIDERATION IN EVALUATING EFFECTIVENESS OF

PERFORMANCE (GENERAL)

Teaching and Performance of Primary Duties

Evaluation of an employee's teaching/performance of primary duties will include consideration of the employee's effectiveness in her/his:

1. Execution of assigned responsibilities.
2. Command of the subject matter or discipline.
3. Oral English proficiency as mandated by Illinois statute.
4. Ability to organize, analyze and present knowledge or material.
5. Differentiation of instruction.
6. Use of technology:
7. Placing knowledge into practice, i.e., service learning and community engagement.
8. Ability to encourage and interest students in the learning process; and
9. Student advisement, counseling and direction of individual activities.

Research and Creative Activity

Evaluation of the effectiveness of an employee's research/creative activity will include consideration of:

1. The quality and quantity of research/creative activity.
2. Contributions to the employee's discipline or field.
3. Extent and nature of national, state, or local recognition of research/creative activity; and
4. Nature of research presentations at professional conferences.

Service

Evaluation of the effectiveness of an employee's unit, college, university, community or professional service will include consideration of:

1. Extent and nature of leadership; degree of participation.
2. Quality and length of service; extent and nature of participation in professional organizations, except for presentations at professional conferences.
3. Extent and nature of national, state, or local recognition of service; and
4. The relationship of the service to the employee's assigned responsibilities and to the university.

Note: Service activities for which an employee receives compensation will not be included for consideration.

Distance Education

Faculty Teaching Load—Distance Education (Collective Bargaining Agreement-Appendix G)

Faculty teaching online will hold office hours in accordance with contractual requirements (Article 18.7).

Distance Education Course Faculty Rotation

The following is the Department policy regarding the rotation of faculty wishing to teach distance education courses:

Distance education courses will be offered based on program need. The faculty member who developed the Distance Education course will be given first preference for teaching the course he/she developed. In case two faculty members developed the same distance learning course, both faculty members wish to teach the course, and the decision is made to schedule only one section, preference shall be given first to the faculty member with the highest seniority.

Evaluating Distance Education

The process for evaluating distance education courses will be the same as traditionally taught courses, which include student evaluations, peer evaluations, and chair evaluations. The exception will be that evaluators will need to be granted non-grading instructor access to the course for an agreed upon period of time.

The department will use the Distance Education Committee (DEC standards) for distance education courses.

Process for selecting faculty to teach Distance Education courses

Prior to teaching any online or hybrid course, faculty and instructors need to complete the Online Certification Training offered through the Center for Teaching and Research Excellence.

Professional Development

The DAC represents the department's framework for the planned growth and advancement in one's career in the three areas of teaching and primary duties, research and creative efforts, and service. As such, activities outlined in the DAC, including short courses, conferences, workshops, and other related educational experiences, serve as the professional development events faculty engage in, for the improvement of personal development and growth, enhancement of competence, and improved effectiveness in teaching, service, and institutional requirements and obligations related to research and creative activities.

All Unit A teaching faculty will document participation in a professional development activity/activities within the evaluation period that contribute/s to course development and improvement of teaching, to improvement of research/creative activity, or to service. Activities include but are not limited to participation in short courses, conferences, and workshops, and other related, educational experiences and events. These may be virtual or face-to-face experiences/events.

EVALUATION OF TENURED/TENURE-TRACK UNIT A FACULTY

Part I: Evaluation of Teaching/Performance of Primary Duties

Categories of materials and activities for use in evaluation of teaching/performance of primary duties include, but are not limited to those listed below:

Category 1: Student Evaluation of Instructor

According to the Contract: "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 approved statement of Departmental Application of Criteria. Faculty are required to submit 90% (or above) of the completed course evaluations (i.e., 9 of 10 courses) for the evaluation period. In the situation where the faculty member has taught less than 10 courses during the evaluation period, 1 course can be omitted from submission. (i.e., if 4 courses are taught, 3 need to be submitted). Courses that have no submitted student evaluations, do not count in these calculations. All official student evaluations remain the property of the University."

Faculty members will be evaluated each term using the evaluation instrument given online. Students will be reminded of the evaluation by the faculty member being evaluated and will complete the evaluation by a time designated by the University. The Department may choose to add items for all faculty members, and individual faculty members may add items to the instrument by contacting the instrument administrator. The evaluation results for the department-added items will be visible to the faculty member and the department chairperson. The evaluation results for the individual faculty-added items will be visible only to the individual faculty member. The Online Course Evaluation Administrator will provide a summary of the evaluation results to individual faculty members and department chairperson. A copy will be included in the faculty member's department file.

The rating weights of Teaching effectiveness are as follows:

Level I Satisfactory	2.5 - 2.9
Level II Effective	3.0 - 3.3
Level III Highly Effective	3.4 - 3.8
Level IV Significant	3.9 - 4.4
Level V Superior	4.5 - 5.0

Category 2: Annual Peer and Chair Classroom Observations

The faculty member being evaluated will have two classroom observations during the current evaluation period: one by the department chairperson and one by a tenured/tenure-track faculty member of equal or higher rank with three or more years of teaching experience at CSU: the peer evaluator must be from the department unless there is no one of equal or higher rank in the department. In that case the peer evaluator may be from any education program in the College of Education at CSU. The classes to be observed shall be agreed upon by the faculty member in conjunction with the peer evaluators and the department chairperson. The peer evaluator will provide a written summary of his/her evaluation using the department peer-evaluation form. These written evaluations will be given to the faculty member for inclusion in the evaluation portfolio. A copy will also be given to the department chairperson. The average score on the department evaluation form is a guideline for rating weights of teaching effectiveness according to the following five-level scale (2.5 is lowest and 5.0 is highest):

Level I Satisfactory	2.5 - 2.9
Level II Effective	3.0 - 3.3

Level III Highly Effective	3.4 - 3.8
Level IV Significant	3.9 - 4.4
Level V Superior	4.5 - 5.0

Category 3: Teaching/Primary Duty Materials

The faculty member being evaluated must present a packet of materials which includes evidence from items 1 through 10, and any other materials appropriate to the faculty member's primary duties.

1. Revised Faculty Workload Worksheet
2. Course Syllabi **for all courses taught** which follow the required format and copy of Office Hours which adhere to Contract requirements.
3. Evidence of Key Assessment project/s assessed in Learning Management System.
4. Examples of technology used by faculty member for instruction and assessment.
5. Examples of technology use required of students for instruction and assessment, and original materials distributed in class e.g., class notes, handouts, activities, and presentations.
6. Examples of course assessments, e.g., tests, quizzes, assignments.
7. Evidence of submission of the three Academic Warnings each semester (if applicable)
8. Program Assessment Coordinator documentation (if applicable) (Assessment Plan, Assessment Report, analysis of State licensure test results, data contributions and explanations to accreditation reports, presentations at department meetings, and any other documentation deemed appropriate.)
9. Program Coordinator documentation (if applicable)
10. Other materials related to primary duties (if applicable):
 - a) attendance at department, college, and university meetings, majors meetings and advisory board meetings.
 - b) coordinating, developing, or assessing comprehensive exams.
 - c) field experience coordination; coordinating and evaluating pre-student teacher oral interviews.
 - d) lab maintenance.
 - e) supervision materials.
 - f) long range planning.
 - g) student professional portfolio review.
 - h) student counseling activities such as new/transfer student orientations and student workshops; supervisor evaluation of advising duties.
 - i) non-teaching activities for which CUEs were awarded.
 - j) development, administration, and assessment of master's comprehensive exams; direction and supervision of the Senior and master's thesis; and
 - k) training of personnel and/or other documents which represent the faculty member's work.

These materials are to be judged by the DPC and department chair as reflecting the syllabus of the course as approved by the individual program in the department and based on accreditation standards. Where weaknesses are noted, an opportunity shall be given to the faculty member to respond to the DPC Chair's or department chair's observations. Course materials are to be kept current and revised as appropriate.

Category 4: Curriculum Development

The faculty member being evaluated may present a packet of materials which shall include, but are not limited to, any of the following curriculum development materials:

1. New program development
2. Development of revised and/or expanded program.

3. New course development
4. Web course development (excluding Web course maintenance)
5. Hybrid course development (excluding Hybrid course maintenance)
6. Updating programs as reflected in curriculum change documents.
7. Articulation agreements with community colleges and high schools (as applicable)
8. Design and implement intrastate, interstate, or study abroad student initiatives.
9. Professional development for program and clinical practice improvement
10. Alignment/realignment of program curriculum with appropriate professional standards

Relative Importance and Weight for Teaching/Primary Duties

1. For a rating of ***Satisfactory*** in the area of teaching effectiveness, the individual must have a satisfactory rating in Categories 1, 2, and provide all required documents in Category 3.
2. For a rating of ***Effective*** in the area of teaching effectiveness the Individual must have an effective rating in Categories 1, 2, and provide all relevant materials in Category 3.
3. For a rating of ***Highly Effective*** in the area of teaching effectiveness, the Individual must receive ratings of highly effective in Categories 1, 2, and provide all relevant materials in Category 3.
4. For a rating of ***Significant*** in the area of teaching effectiveness, the Individual must receive ratings of significant in Categories 1, 2, and provide all relevant materials in Category 3.
5. For a rating of ***Superior*** in the area of teaching effectiveness, the Individual must receive ratings of superior in Categories 1, 2, and provide all required documents in Category 3, AND show evidence of at least 1 activity in Category 4 by the end of the evaluation period.

Performance Standards for Retention, Tenure and Promotion for Teaching/Primary Duties

1. During the entire evaluation period for Retention in probationary year one (1), an individual must perform at the ***Satisfactory*** level.
2. During the entire evaluation period for Retention in probationary year two (2), an individual must perform at the ***Satisfactory*** level.
3. During the entire evaluation period for Retention in probationary year three (3), an individual must perform at the ***Effective*** level.
4. During the entire evaluation period for Retention in probationary year four (4), an individual must perform at the ***Highly Effective*** level.
5. During the entire evaluation period for Retention in probationary year five (5), an individual must perform at the ***Significant*** level.
6. For consideration for Tenure or promotion to Associate Professor, an individual must perform at the ***Superior*** level.
7. For consideration for promotion to Professor, an individual must perform at the ***Superior*** level.
8. For consideration for a Professional Advancement Increase (PAI), an individual must perform at the ***Superior*** level.

Appropriate Decision Levels for Teaching and Performance of Primary Duties

Retention:

- 1st year: Satisfactory
- 2nd year: Satisfactory
- 3rd year: Effective
- 4th year: Highly Effective
- 5th year: Significant

Rank/Promotion

Assistant Professor: Highly Effective

Associate Professor: Superior

Professor: Superior

Tenure: Superior

PAI: Superior (PAI = Performance Advancement Increase. See additional information on PAI requirements at the end of this document)

Performance Standards for Teaching/Primary Duties for Retention, Tenure, Promotion and Professional Advancement Increase (PAI)

Year	Performance Standard	Requirement
Year 1	Satisfactory	Satisfactory rating in Categories 1, 2, and provide all relevant materials in Category 3.
Year 2	Satisfactory	Satisfactory rating in Categories 1, 2, and provide all relevant materials in Category 3.
Year 3	Effective	Effective rating in Categories 1, 2, and provide all relevant materials in Category 3.
Year 4	Highly Effective	Highly effective in Categories 1, 2, and provide all relevant materials in Category 3.
Year 5	Significant	Significant rating in Categories 1, 2, and provide all relevant materials in Category 3
Tenure and Promotion to Associate Professor	Superior	Superior rating in Categories 1, 2, and provide all relevant materials in Category 3, AND show evidence of at least 1 activity in Category 4
Promotion to Professor	Superior	Superior in Categories 1, 2, and provide all relevant materials in Category 3, AND show evidence of at least 1 activity in Category 4
PAI	Superior	Superior in Categories 1, 2, and provide all relevant materials in Category 3, AND show evidence of at least 1 activity in Category 4

PART II: EVALUATION OF RESEARCH AND CREATIVE ACTIVITY

Evaluation of the effectiveness of an employee's research/creative activity will include consideration of:

Category I

1. Sharing information obtained from one of the above at department meetings (e.g., program or advisory).
2. Submission of a proposal for presentation at a symposium, professional conference or seminar.
3. Submission of an Institutional Review Board (IRB) application for approval.
4. Submission of proposal for internal grants or contracts
5. Evidence of manuscript in-progress for publication in non-refereed journal or other venue (print or electronic).
6. Evidence of work (e.g., manuscript, media, etc..) in-progress for participation in university-sponsored forum.
7. Evidence of work (e.g., manuscript, media, etc. ...) in-progress for presentation at professional development meeting.
8. Presentation of a faculty member's unpublished research at departmental seminar or workshop.
9. Invitation to speak at organizations outside of CSU regarding research areas.
10. Citation in scholarly published works or other academic and scholarly recognition of accomplishment or contribution.

Category II

1. Original or research-based presentations at meetings, conferences, seminars, workshops, etc. of local, state, or regional professional organizations.
2. Evidence of a research project approved by the Institutional Review Board (as PI or co-PI).
3. Submission of manuscripts for publication in refereed journals, edited books, etc.
4. Referee, juror, reviewer of juried journal articles, textbooks, edited chapters, and other professional materials.
5. Production of instructional materials for local professional organizations.
6. Presentation of research-based practices or review of recent research at faculty development activities (e.g., departmental, college, or university forum, or Prek-12 and staff development programs).
7. Evidence of submission of grants or contract proposals to non-governmental, foundational, and/ or private agency external sources that are not considered to be highly competitive.
8. Award of grants or contract from non-governmental, foundational, and/ or private agency external sources that are not considered to be highly competitive.
9. Development of instructional materials for schools or industry.
10. Planning a professional local meeting, conference, seminar, or workshop.
11. Publication in a non-refereed, professional printed or electronic literature.
12. Creation of digital materials relating to research areas that have significant following or citation (e.g., blogs, videos, etc.)
13. Submission of manuscript in-progress for publication in a book or book translation.
14. Submission of proposal for presentation at local, state, regional, national and/or international conference.
15. Publication in a non-refereed journal (print or electronic format).
16. Development/facilitation of webinars (local, state).

Category III (Major Research or Creative Activity Contributions)

1. Original productions or presentations at meetings, conferences, seminars, workshops, etc. of national or international professional organizations as they apply to your specific area of expertise such as dance.
2. Publication of refereed journal articles, books, book reviews, book chapters or curriculum including film, video tape or other materials related to content field.
3. Publication of books and/or book chapters.

4. Editor or co-editor of book, book chapter, refereed article, or scholarly work
5. Production of instructional materials for national or international professional organizations, schools and industries.
6. Development/facilitation of webinars (national, international).
7. Planning and organizing a professional national or international conference or colloquium.
8. Publication of a scholarly/creative book translation, published by a non-vanity press, in either print or electronic format.
9. Visiting professor, visiting lecturer, or visiting scholar to another institution of higher learning of at least equivalent status with CSU in the area of the individual's expertise.
10. National fellowship/internship.
11. Faculty created programs, curriculum or other materials adopted by school districts, agencies or professional development organizations or industry.
12. Service as editor or co-editor responsible for the intellectual content of a book, or journal, or website in either print or electronic format.
13. Recognition of/award from an internal (e.g., CSU Award for Excellence in Research) or external source for research or creative activities.
14. Award of externally funded grants, contracts, or research considered to be highly competitive.
15. ***Relative Importance of Weight—Research-Creative Activity***
16. In order for a faculty to be rated as demonstrating “appropriate” performance in the area of research/creative activity, s/he must present evidence of two activities from any of the three groups.
17. In order for a faculty member to be rated as “satisfactory” in research/creative activity, s/he must present evidence of two activities from any of the three areas, including at least one submission for publication.
18. In order for a faculty be rated as demonstrating “highly satisfactory” performance in the area of research/creative activity, s/he must present evidence of at least two activities from Group II or III and one submission for publication, with at least one major activity from Group III.
19. In order for a faculty member to be rated as demonstrating “effective” performance in the area of research/creative activity, s/he must present evidence of 3 activities from all three groups, which include two from Group III and at least one submission for publication or for an external grant.
20. In order for a faculty member to be rated as demonstrating “highly effective” performance in the area of research/creative activity, s/he must present evidence of 3 activities from all three groups, which include two from Group III and at least two submissions, either for publication or for an external grant, or one of each.
21. In order for a faculty member to be rated as demonstrating “significant” in the area of research/creative activity, she/he must present evidence from at least 4 activities from all 3 groups, which includes 2 from Group III. The faculty member should present evidence of at least two peer-reviewed publications and/or competitive external grants. Publications are in the aggregate and at least two of the publications should be refereed or peer-reviewed.
22. In order for a faculty member to be rated as demonstrating “superior” performance in the area of research/creative activity, s/he must present evidence of at least 5 activities from all 3 groups, which includes 3 activities from Group III. The faculty member should present evidence of at least two peer-reviewed publications or one peer reviewed publication and one competitive external grant that were received/published since the last promotion.

Performance Standards for Retention, Tenure and Promotion for Research/Creative Activity

1. During the entire evaluation period in the area of Research/Creative Activities for Retention in probationary year one (1) an individual must perform at the *Appropriate* level.
2. During the entire evaluation period in the area of Research/Creative Activities for Retention in probationary year two (2) an individual must perform at the *Satisfactory* level.
3. During the entire evaluation period in the area of Research/Creative Activities for Retention in probationary year three (3) an individual must perform at the *Highly Satisfactory* level.
4. During the entire evaluation period in the area of Research/Creative Activities for Retention in probationary year four (4) an individual must perform at the *Effective* level.
5. During the entire evaluation period in the area of Research/Creative Activities for Retention in probationary year five (5) an individual must perform at the *Highly Effective* level.
6. For consideration for Tenure or promotion to Associate Professor in the area of Research/Creative Activities, an individual must perform at the *Significant* level by the end of the evaluation period.
7. For consideration for promotion to Professor in the area of Research/Creative Activities, an individual must perform at the *Superior* level for Research/Creative Activities by the end of the evaluation period.
8. For consideration for a Professional Advancement Increase (PAI) in the area of Research/Creative Duties, an individual must perform at the *Superior* level for Research/Creative Activities. Evidence of activities submitted shall be examined in the aggregate, that is, taken as a whole, through the last five years prior to this evaluation.

Method of Evaluating Research/Creative Activity – Relative Importance and Weight

Level	Performance Standard	Requirement
Year 1	Appropriate	Evidence of two activities from any of the three groups.
Year 2	Satisfactory	Evidence of two activities from any of the three areas, including at least one submission for publication.
Year 3	Highly Satisfactory	Evidence of at least two activities from Group II or III and one submission for publication, with at least one major activity from Group III. If the candidate has no Group III 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.
Year 4	Effective	Evidence of 3 activities from all three groups, which include two from Group III and at least one submission for publication or for an external grant.
Year 5	Highly Effective	Evidence of 3 activities from all three groups, which include two from Group III and at least two submissions, either for publication or for an external grant, or one of each.

Tenure/Promotion to Associate	Significant	Evidence from at least 4 activities from all 3 groups, which includes 2 from Group III. The faculty member should present evidence of at least two peer-reviewed publications and/or competitive external grants. Publications are in the aggregate and at least one of the publications should be refereed or peer-reviewed.
Promotion to Professor	Superior	Evidence of at least 5 activities from all 3 groups, which includes 3 activities from Group III. The faculty member should present evidence of at least two peer-reviewed publications or one peer reviewed publication and one external grant that were received/published since the last promotion.
PAI	In addition to Superior Teaching and primary duties, either (a) Superior Research/Creative Activity and Significant Service; or (b) Significant Research/Creative Activity and Superior Service. (See above for Significant Criteria and Contract, Page 61)	In addition to superior teaching and primary duties, the eligible employee provides evidence of (a) either superior research/creative activity and significant service, or (b) superior service and significant performance in the research/creative activity area. Each area shall be examined in the aggregate, that is, taken as a whole, through the last five years prior to this evaluation. See criteria for “superior” and “significant” performance above and Contract, Page 61.

PART III: EVALUATION OF SERVICE

Categories of materials and activities appropriate for the evaluation of service are categorized to demonstrate the order of their relative importance as evidence of effective performance. Categories of materials and activities include, but are not limited to, those listed below. Verifiable corroborating evidence is required for each activity. All the activities in the area of Service should not be compensated by the university or any other agency. Service activities are non-compensated activities. Formal documentation such as meeting minutes,

letters from professional organizations, school districts, etc., should be submitted as evidence. Categories of materials and activities include, but are not limited to, those listed below.

Category I

1. Informing the public of available departmental and/or university services.
2. Membership of department committees.
3. Membership in professional organizations.
4. Nomination for a service award.
5. Serve as rotating department recording secretary.

Category II

1. Membership and documented attendance on a college, university, or system-wide committee.
2. Service through union activities.
3. Active participation on search committees.
4. Serve as semester-long department recording secretary.
5. Coordinate/facilitate improvement of the College of Education.
6. Serve as an officer of a departmental committee.
7. Serve on a state professional committee/organization.
8. Serve on College of Education Accreditation committee.
9. Mentor a new faculty member.
10. Serve as a peer evaluator for a faculty member in another department.
11. Active participation in collaborative College activities.
12. Active participation in department committees.
13. Write letters of recommendation for students.
14. Volunteer work to support the goals of the University or its surrounding community.
15. Visits to, or participation in career days at, high schools or community colleges for recruitment.
16. Actively solicit funds to benefit the department, college, university, or community partners.
17. Award for service at the local or state level.
18. Membership of a non-department advisory board (e.g., Head Start).
19. Serve on program review committee.
20. Reviewer, referee, juror, or editor for professional publications in area of expertise (may be used in Research/Creative Activities or Service, but not both.)
21. Membership and documented attendance on a local, state, regional, national, or international professional organization.
22. Plan/facilitate program meetings at the local, regional, or state level.
23. Conduct, coordinate, and prepare department program reviews-for which there is no compensation.
24. Serve on a dissertation or thesis committee.

Category III

1. Serve on a national professional committee/organization.
2. Serve as an officer in a professional organization.
3. Professional speaking engagement on campus or in the community.
4. Provide professional services to students beyond the requirements of one's teaching assignments.
5. Volunteer work which draws upon one's academic skills.
6. Assist in ongoing University special programs beyond that of assigned workload for which there is no monetary compensation.
7. Active participation on a College, University, or system-wide committee.
8. Serve as an officer on College, University or system-wide committee.

9. Serve on a local school council, school board, library board, community board (e.g., Municipal Parks & Recreation), or any other professionally related board.
10. Participate in school, library, or other professional reform activities.
11. Mentor graduates who are first-year teachers (teacher induction).
12. Participate in committees or activities designed to increase cooperation with other institutions.
13. Conduct, coordinate, and prepare program reviews at the state, national, and international level.
14. Writing accreditation reports.
15. Serve on an accreditation team at the state or national level.
16. Sponsorship of student organizations.
17. Planning and/or developing creative professional activities which significantly add to the field, such as conferences, seminars, workshops, etc.
18. Volunteer work to support the goals of the University or its surrounding community involving P-20 students.
19. Conducting continuing education workshops/in-services for teachers, librarians, and other professionals in the community for which there is no monetary compensation.
20. Award for service at the national or international level.
21. Planning/facilitating program meetings at the national or international level.
22. Participate in community advocacy work related to leisure/recreation/parks.
23. Chair a dissertation or thesis committee.
24. Collaboration with community organizations/partnerships including governmental agencies at the local, state, national, or international levels.

Method of Evaluating Service – Relative Importance and Weight

Level	Performance Standard	Requirement
Year 1	Appropriate	One activity from any Category
Year 2 and Promotion to Assistant Professor	Satisfactory	Two activities from any Category
Year 3	Highly Satisfactory	Three activities with at least one from Category II or III.
Year 4	Effective	Three activities from Category II or III
Year 5	Highly Effective	Four activities from Category II or III with at least one from Category III.
Tenure and Promotion to Associate Professor	Significant	Five activities from Category II or III with at least two from Category III. Activities must involve service to the University, and to the community or profession.
Promotion to Professor	Superior	Six activities from Category II or III with at least two from Category III Activities must involve service to the University, community, and profession.
PAI	Superior or Significant (see Contract p. 61)	Superior Teaching and Primary Duties; and Either Superior Research/Creative activity, or Superior Service and Significant performance in the remaining area (Contract p. 61)

PART IV: REQUIRED PERFORMANCE LEVELS IN ALL THREE AREAS

**(TEACHING/PERFORMANCE OF PRIMARY DUTIES, RESEARCH/CREATIVE
ACTIVITY, AND SERVICE)**

	Teaching	Research	Service
Yr. 1	Satisfactory	Appropriate	Appropriate
Yr. 2	Satisfactory	Satisfactory	Satisfactory
Yr. 3	Effective	Highly Satisfactory	Highly Satisfactory
Yr. 4	Highly Effective	Effective	Effective
Yr. 5	Significant	Highly Effective	Highly Effective
Tenure	Superior	Significant	Significant
Promotion to Associate Professor	Superior	Significant	Significant
Promotion to Full Professor	Superior	Superior	Superior
PAI	Superior	Superior (can be Significant if Service is Superior)	Superior (can be Significant if <u>Research is Superior</u>)
Personnel Action by Exception	19.3.a(2)(b) “Exception: The employee seeking promotion or tenure must meet the relevant criteria listed above and must show evidence of exceptional performance beyond that otherwise required. In addition, under 22.7.a, a faculty may apply for consideration for tenure in her/his 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.		

Promotion: By the term “aggregate” in the 2022-2026 Contract, Article 19.3.a7(i)-(iii), the Department means the following: (a) In the area of teaching, faculty member would need to meet the criteria for the year in which s/he is applying. (b) In the areas of research and service, faculty will be evaluated on the basis of his or her cumulative achievement since the beginning of his or her employment as tenure track faculty. By “cumulative” is meant the total record of achievement of such faculty member since the inception of his or her employment as tenure track faculty member of the Department

Tenure: By the phrase “by the end of the evaluation period” in Article 19.3a.(2)a.6 in the 2022-2026 Contract, the department means the same as in the use of the term “aggregate,” as defined, above.

PART V: DEPARTMENTAL CRITERIA FOR EXCEPTIONALITY

To be considered for tenure or promotion on the basis of exceptional performance the candidate must

meet:

- a) Criteria for tenure or promotion
- b) Exceptional performance in two of the three areas of evaluation.

Exceptionality in the Area of Teaching

1. To obtain Exceptionality in the area of teaching effectiveness, the individual must receive ratings of Superior in Categories 1 (student evaluations) and 2 (peer evaluations). The evaluations for Exceptionality are 4.5 -5.0.
2. To obtain Exceptionality in teaching/primary duties, the individual must provide all relevant evidence in Category 3, and show evidence of at least two activities in Category 4, which can include:
 - a. A Faculty Excellence Award in the area of teaching from Chicago State University or other professional bodies;
 - b. Development of three or more new courses;
 - c. Development of a new, revised, or expanded program, program; and/or
 - d. Any other criteria in category 4.

Exceptionality in the Area of Research

1. To obtain Exceptionality in the area of research, the individual must show evidence of at least six activities from all 3 groups, including four activities from Groups II or III.
2. In addition, the faculty member should present evidence of at least three peer-reviewed publications or competitive external grants, or some combination.
3. To obtain Exceptionality, the individual also must show evidence of any three of the merits below:
 - a. Faculty Excellence Award in the area of research from Chicago State University or other professional bodies
 - b. Award of federal grant
 - c. Award of two or more externally funded grants or contracts
 - d. Invitation to serve as a keynote speaker at a national or international conference.
 - e. National/international fellowship
 - f. Published scholarly book.
 - g. Two or more publications in refereed research journals
 - h. Service as editor or co-editor of a refereed journal

Exceptionality in the Area of Service

To obtain exceptional in the area of service, the individual must show evidence at the *superior* level, which includes seven activities from Category II or III and at least two from Category III, in addition to one of the following:

- a. Service as an officer of professional organizations at the national or international level
- b. Chair of the planning committee for a state or national conference
- c. Participation in reviewer development of a state and federal policy/program related to one specialization.
- d. Service on school board, executive board, or institution of higher learning governing board.

Activities must involve service to the University, community, and profession.

PART VI: PROFESSIONAL ADVANCEMENT INCREASE

- a) *Any tenured* employee shall be eligible for consideration for a professional advancement increase if the employee has completed at least five years of service at the University at the rank of Professor and has submitted annual evaluation material in accordance with 19.4.c in each of the previous five (5) years.
- b) Faculty who received a Professional Advancement Increase are not eligible to apply until the fifth year after notification of the previous award.

EVALUATION CRITERIA FOR CLINICAL FACULTY

Definition: See definition for “Clinical Faculty”

Clinical faculty qualifications shall be comparable to those expected of tenurable ranks and their promotion pathways parallel those of the tenurable ranks. They are eligible for clinical rank and promotion in titles such as Clinical Instructor (Unit B only), Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor; however, they are not eligible for tenure. Completion of a terminal degree in the area of specialization will be required for anyone applying for promotion to the rank of Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor.

Clinical employees can have teaching, clinical supervision, and research responsibilities on campus or at a field location. They may be hired by and paid by a cooperating institution or by the University. They are hired and/or appointed on a non-tenurable basis based upon programmatic need, available resources, and continuing satisfactory performance.

Areas of Evaluation

The degree of effectiveness of performance of each employee being considered for reappointment, multiple year appointments or promotion, will be evaluated in the areas of teaching/performance of primary duties, research/creative activity, and service. Teaching/performance of primary duties is considered the most important of the three areas of evaluation.

Performance

The performance standards listed below will be used to reach judgments about the degree of effectiveness of a clinical faculty member’s performance. In reappointment, multiple-year appointments and promotion evaluations, the performance standards will be used to judge an employee’s performance during the entire evaluation period. The evaluation period for reappointment shall be the period since the beginning of the employee’s last evaluation.

1(a). For reappointment in probationary/clinical year one: satisfactory teaching/performance of primary duties; appropriate research/creative activity; and appropriate service during the entire evaluation period.

2(a). For reappointment in probationary/clinical year two: satisfactory teaching/performance of primary duties; satisfactory research/creative activity; and satisfactory service during the entire evaluation period.

3(a). For reappointment in probationary/clinical year three: effective teaching/performance of primary duties; highly satisfactory research/creative activity; and highly satisfactory service during the entire evaluation period.

4(a). For reappointment in probationary/clinical year four: highly effective teaching/performance of primary duties; effective research/creative activity; and effective service during the entire evaluation period.

5(a). For reappointment in probationary/clinical year five: significant teaching/performance of primary duties; highly effective research/creative activity; and highly effective service during the entire evaluation period.

6(a). For annual reappointment in clinical year six and beyond: effective teaching/performance of primary duties; effective research/creative activity; and effective service during the entire evaluation period.

7(a). For eligibility for three-year renewable clinical appointments: superior teaching/performance of primary duties, significant research/creative activity or service and highly effective in the remaining area.

8(a). For maintaining three-year renewable clinical appointments: highly effective teaching/performance of primary duties, highly effective research/creative activity, and highly effective service.

9(a). For promotion:

(i) to clinical associate professor: superior teaching/performance of primary duties; significant research/creative activity; and significant service, in each area as examined in the aggregate, that is taken as a whole, through the evaluation period.

(ii) to clinical professor: superior teaching/performance of primary duties; superior research/creative activity; and superior service, in each area as examined in the aggregate, that is taken as a whole, through the evaluation period.

(iii) If a clinical professional on a three-year appointment fails to achieve “highly effective” evaluations as defined above, the multi-year appointment will be voided, and the reappointment term would return to annual. The clinical professional may then reapply for a three-year contract as stated in 18.3.(b).(2) above.

(iv) A clinical professional on a three-year appointment or on an annual appointment must achieve a minimum level of “satisfactory” performance as defined above to continue being employed as a clinical professional.

EVALUATION CRITERIA FOR RESEARCH FACULTY

Definition: See definition for “Research Faculty”

Research faculty are hired on a research grant with specific primary duties. They are eligible for reappointment based upon performance of those duties, possibly teaching and service as defined by the appointment. Performance must be at the “highly effective level during the first three years for reappointment. After three years, they are eligible for continued reappointment by achieving at least the ‘significant’ level annually. They are eligible for promotion based upon a scale ranging from highly effective, significant and superior. ***Completion of a terminal degree in the area of specialization will be*** required for anyone applying for promotion.

1. Research professor appointments are for individuals employed on research projects funded by external grants and contracts whose primary responsibility is to contribute to the research mission of the University. The following titles are used for experienced, independent researchers who have qualifications comparable to those expected of the tenurable ranks; the appointee is expected to make significant contributions to the research field:

Term Professor, Assistant Research Professor, Associate Research Professor, and Research Professor.

2. Research Faculty may be hired and assigned any of the above titles, provided they meet the Chicago State University criteria for the proposed rank, or they hold the same rank at another university. The instructional unit recommending the appointee will also recommend criteria according to the Department Application of Criteria for promotion and reappointment of the faculty member. The Provost will assign the initial designated rank and reappointment and promotion criteria for appointee’s, and these will be listed in their hiring letter.

Performance

(a) The degree of effectiveness of performance of each employee being considered for reappointment or promotion will be evaluated in the areas of research activity and possibly teaching/performance of primary duties and service as defined by the appointment and work assignments.

(b) The performance standards for continued annual appointments is defined as “highly effective” annually during the first three years by the Department Application of Criteria for all activities reported in the appointment.

(c) After three years, it is expected that research faculty will demonstrate performance at the “significant” level in every year thereafter for continued annual appointments.

(d) For promotion:

1(a). to Research Assistant Professor: highly effective research/creative activities; highly effective teaching/performance of primary duties and/or highly effective service, as examined in the aggregate as appropriate, that is taken as a whole, through the evaluation period.

2(a). to Research Associate Professor: significant research/creative activities; significant teaching/performance of primary duties and/or significant service, as examined in the aggregate as appropriate, that is taken as a whole, through the evaluation period.

3(a). to Research Professor: superior research/creative activities; superior teaching/performance of primary duties and and/or significant service, as examined in the aggregate as appropriate, that is taken as a whole, through the evaluation period.

(e) The annual evaluation procedure for Research Faculty not being considered for promotion is a process to demonstrate areas of strength by the faculty member and to identify areas in which to improve performance. The evaluation shall consist of the review by the Department Chair or Director of the required material and other professionally related materials, including work in progress done since the last evaluation.

The evaluation shall include:

- (a) Required student course evaluations, if applicable.
- (b) Materials submitted by the employee to substantiate performance in research.
- (c) Materials demonstrating engagement in other assigned duties.
- (d) Materials in the employee's personnel file.

Following review of the documents, the Department Chair shall write a brief evaluation statement and send it to the Dean for review. A copy of the evaluation statement shall be sent to the employee. The employee may attach a written response to the evaluation statement for inclusion in the personnel file. After the review, the Dean will forward her/his recommendation to the Provost.

UNIT B LECTURERS

Unit B Full-Time Lecturers

Full-time Clinical Faculty in Unit B's primary responsibility is in the preparation of professionals in the provision of clinical services and in clinically related teaching, research and service. Lecturers are teaching professional or resource professionals who have been appointed on a temporary basis. They are eligible for clinical rank and promotion in titles such as Clinical Instructor (Unit B) only, Clinical Assistant Professor, Clinical Associate Professor and Clinical Professor; however, they are not eligible for tenure. Clinical faculty can have teaching, clinical supervision and research responsibilities on campus or at field locations. They may not be hired by and paid by both the cooperating institution and the University (See Contract Definitions). Performance requirements for full-time lecturers and clinical instructors are shown in the table below.

Unit B Part-Time Lecturers

Part-time (greater than 50%) clinical faculty's primary responsibility is in the preparation of professionals in the provision of clinical services and in clinically related teaching, research and service. Lecturers are teaching professional or resource professionals who have been appointed on a temporary basis. They can have teaching, clinical supervision and research responsibilities on campus or at field locations. Performance requirements for part-time clinical faculty and instructors are shown in the table below.

Evaluation

No Lecturer will be evaluated until he/she has completed one full academic term of service at the University. 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 approved statement of Departmental Application of Criteria. Lecturers are required to submit 90% (or above) of the completed course evaluations (i.e., 9 of 10 courses) for the evaluation period. All official student evaluations remain the property of the University.

Evaluation of lecturers shall consist of a review of their teaching and primary duties by the Department Chairperson and the College of Education Dean.

Part-time lecturers will submit syllabi and a chair observation for consideration of reappointment. Individuals must meet the minimum requirements for ***Satisfactory*** or ***Highly Effective*** performance as shown below.

Following review of the documents, the Department Chair/Supervisor and the Dean/Director shall each write an evaluation of the employee's teaching/primary duties. The evaluations shall state whether and why the employee's degree of effectiveness in teaching/primary duties has been *unsatisfactory*, *satisfactory*, or *highly effective*, with reference to the performance standards specified in the appropriate Departmental Application of Criteria. In the event of an *unsatisfactory* recommendation, the evaluation must include a classroom visitation report by the

Chair or designee as defined by the Departmental Application of Criteria. A copy of the evaluation shall be sent to the employee.

Upon the request of the employee, a conference shall be held between the Chair/Supervisor and the employee to discuss the written evaluation. (Contract 33.1.c.1)

Categories of materials and activities for use in evaluation of teaching/performance of primary duties of lecturers include, but are not limited to those listed below:

Category 1: Student Evaluation of Instructor

According to the Contract: "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 approved statement of Departmental Application of Criteria. Faculty are required to submit 90% (or above) of the completed course evaluations (i.e., 9 of 10 courses) for the evaluation period.

The rating weights of teaching effectiveness are as follows:

Level I Satisfactory:	2.5 - 2.9
Level II Effective:	3.0 - 3.3
Level III Highly Effective:	3.4 - 3.8
Level IV Significant:	3.9 - 4.4
Level V Superior:	4.5 - 5.0

Category 2: Chair Classroom Observation

The lecturer being evaluated will have one classroom observation during the current evaluation period by the Department Chairperson or their designee. The average score on the department evaluation form is a guideline for rating weights of teaching effectiveness according to the following five-level scale (2.5 is lowest and 5.0 is highest):

Level I Satisfactory:	2.5 - 2.9
Level II Effective:	3.0 - 3.3
Level III Highly Effective:	3.4 - 3.8
Level IV Significant:	3.9 - 4.4
Level V Superior:	4.5 - 5.0

Category 3: Teaching/Primary Duty Materials

The faculty member being evaluated must present a packet of materials which includes evidence from items 1 through 10, and any other materials appropriate to the faculty member's primary duties.

1. Revised Faculty Workload Worksheet
2. Course Syllabi **for all courses taught** which follow the required format and copy of Office Hours which adhere to Contract requirements.
3. Evidence of Key Assessment project/s assessed in the Learning Management System.
4. Examples of technology used by the lecturer for instruction and assessment.
5. Examples of technology use required of students for instruction and assessment, and original materials distributed in class e.g., class notes, handouts, activities, and presentations.
6. Examples of course assessments, e.g., tests, quizzes, assignments.
7. Evidence of submission of the three Academic Warnings each semester (if applicable)
8. Other materials related to primary duties. This is an optional category which the faculty member may use to show additional efforts beyond the common duties and to earn a rating of superior.

Relative Importance and Weight for Teaching/Primary Duties

1. For a rating of ***Satisfactory*** in the area of teaching effectiveness, the individual must have a satisfactory rating in Categories 1, 2, and provide all required documents in Category 3.
2. For a rating of ***Effective*** in the area of teaching effectiveness the Individual must have an effective rating in Categories 1, 2, and provide all relevant materials in Category 3.
3. For a rating of ***Highly Effective*** in the area of teaching effectiveness, the Individual must receive ratings of highly effective in Categories 1, 2, and provide all relevant materials in Category 3.
4. For a rating of ***Significant*** in the area of teaching effectiveness, the Individual must receive ratings of significant in Categories 1, 2, and provide all relevant materials in Category 3.
5. For a rating of ***Superior*** in the area of teaching effectiveness, the Individual must receive ratings of superior in Categories 1, 2, and provide all required documents in Category 3.

Multi-Year Appointment

Lecturers who have attained five or more years of instructional service with the University are eligible for renewable five-year contracts if they have earned "highly effective" performance evaluations for three of the preceding five years. Once the five-year appointment status has been achieved, Lecturers must receive "highly effective" performance evaluations for their teaching/primary duties in at least three of the next five years, to continue renewing the five-year multi-year appointment.

POST-TENURE EVALUATION

Per Article 19.4.c, on alternate years beginning in January 2021, tenured faculty will submit a summary of DAC activities to the Department Chair. On alternate years, the candidate will provide to the Department Chairperson a portfolio of her/his teaching/primary duties, research/creative activity, and service activities. All tenured faculty must be evaluated each year, either with a summary to the Chair or a full portfolio as described above. If tenured faculty receives two consecutive negative evaluations, that faculty member will undergo a remediation process as stated in the contract 19.4.c(4). The evaluation will include a.) Student course evaluations; b.) Materials to substantiate teaching/primary duties, research/creative activity, and service and c.) Materials in the personnel file.

1. To receive *Adequate* Rating, the tenured faculty must
 - a. In teaching and Primary Duties: have a rating of 2.76-3.3 in Student Evaluations (Category 1) and peer and chair evaluations (Category 2) and provide all relevant materials in teaching and primary duty materials (Category 3)
 - b. In Research and Creative Activities: provide evidence of at least two activities from Group II or III and one submission for publication, with at least one major activity from Group III. At least one peer-reviewed publication or competitive external grant in a three-year period.
 - c. In Service: provide evidence of three activities with at least one from Category II or II.

2. To receive *an Exemplary* Rating, the tenured Faculty must exceed *Adequate* in Teaching and Primary Duties, Research and Creative Activities, and in Service.

Required Performance Levels in all Three Areas (Teaching/Performance of Primary Duties, Research/Creative Activity, and Service)

	Teaching	Research	Service
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Yr. 1	Satisfactory	Appropriate	Appropriate
Yr. 2	Satisfactory	Satisfactory	Satisfactory
Yr. 3	Effective	Highly Satisfactory	Highly Satisfactory
Yr. 4	Highly Effective	Effective	Effective
Yr. 5	Significant	Highly Effective	Highly Effective
Tenure	Superior	Significant	Significant
Annual Post-Tenure Evaluation	Effective	Highly Satisfactory	Highly Satisfactory
Promotion to Associate Professor	Superior	Significant	Significant
Promotion to Full Professor	Superior	Superior	Superior
PAI	<p>a. Any tenured shall be eligible for consideration for professional advancement increase if the employee has completed at least 5 years of service at the university at the rank of Professor and has submitted annual evaluation material in accordance with 19.4.c in each of the previous five (5) years (contact 2022-2026)</p> <p>b. Faculty who had received a Professional Advancement Increase is not eligible to apply until the fifth year after notification of the previous award.</p>		
Personnel Action by Exception	<p>Under 19.3.a (2)(b), the employee seeking promotion or tenure must meet the relevant criteria listed above and must show evidence of exceptional performance beyond that otherwise required. Under 22.7.a, a faculty member may apply for consideration for tenure in his/her 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. If the faculty member is deferring consideration for retention, he/she must submit a portfolio for tenure under the exceptionality clause of the Contract. An employee who reaches probationary year six by advanced standing or by the normal probationary review process submits his/her portfolio for tenure at the same time as all other tenure candidates. Such a request shall not be considered exceptional.</p>		

