



CHICAGO STATE UNIVERSITY

DEPARTMENT OF EDUCATION STUDIES DEPARTMENTAL APPLICATION OF CRITERIA

2022-2026 Contract

Revised March 27, 2024

Faculty Signatures:

Dr. Nancy Grim

Dr. Inna Dolzhenko

Dr. Michael Wannah

Dr. Jacquelyn Benchik-Osborne

Dr. Michael Williams

Dr. Mary Quest

Dr. Kimberly Garrett

TABLE OF CONTENTS

Overview	3
DPC Membership	3
Responsibilities of Faculty Member Being Evaluated	4
Department's Distance Education Policies	4
Professional Development	5
I. Teaching / Performance of Primary Duties	6
II. Research / Creative Activity	11
III. Service	16
IV. Tenure or Promotion by Exceptionality	21
V. Evaluation of Tenured Faculty	23
VI. Evaluation of Unit B Faculty	24
Appendix A. Evaluation Criteria Specified by the Unit A Faculty	27
Appendix B. Professional Development Plan	28

Department Application Criteria (DAC)

DRAFT – March 27, 2024

Overview

The Departmental Application of Criteria (DAC) is aligned with the UPI Local 4100 Contract for 2022-2026 which outlines criteria required for retention and promotion of Unit A and B faculty. The Education Studies Department DAC outlines, in detail, the criteria to be met and documented that supports the annual retention requirements of faculty toward tenure and promotion.

The faculty member being evaluated must provide an annual portfolio of materials or biennial (tenured) summary of accomplishments that will be used as part of the evaluation process. Tenured faculty must submit a portfolio of materials when not submitting a biennial summary. The portfolio must be submitted to the chairperson of the Department Personnel Committee (DPC) by the date designated in the annually published University Personnel Timetable published by the Contract Administrator's Office.

The purpose of the DPC is to provide recommendations to the department chairperson concerning retention, reappointments, multiple-year appointments, promotion, PAI, or tenure of department employees. The Education Studies DPC is composed of all tenured and tenure-track faculty members. The work of the DPC process is to arrive at a recommendation for retention or non-retention, promotion, and tenure for tenure-track faculty. If a department fails to elect a personnel committee, or if a Department Personnel Committee fails to make a recommendation, the failure shall not prevent decisions concerning retention, reappointments, multi-year appointments, promotion, PAI, or tenure of department employees (Contract Article 19.4.e.(1)).

DPC Membership

Membership includes all Unit A faculty at or above the Year 2 Probationary level. The right to serve as chairperson of the DPC is extended to the senior-most faculty member in the Department of Education Studies. If that individual chooses not to accept the role, then an election can be held to determine the appointment. The term of service as chairperson is for a maximum of 3 years per term and can be appointed twice for a maximum of two terms. After this point, it is encouraged that the position rotates amongst eligible faculty.

If there are fewer than three faculty in the department eligible to vote on any personnel action

additional faculty members may be recruited from the following departments: Department of Advanced Studies in Education (DASE) or the Department of Health Education, Physical Education and Recreation (HEPER). The DPC will vote to approve the addition of a faculty member not in the department. If a majority of the DPC approves the addition, that faculty member will be added to the DPC. The faculty member or members from outside the department will only be eligible to vote on decisions where there are fewer than three regular department members eligible to vote.

Responsibilities of Faculty Being Evaluated

The Education Studies DAC should be viewed and utilized by faculty as a graduated professional development plan for the purpose of faculty's continued professional development, retention, tenure, promotion, and demonstration of exceptionality as referenced in the contract. For a professional development plan, see Appendix B.

The faculty member being evaluated for retention or tenure must provide a portfolio (digital or print copy) of materials including a cover letter, table of contents, copy of the current approved Department Application Criteria and current vita that will be used as part of the evaluation process. The portfolio must be submitted to the department chairperson and chairperson of the Department Personnel Committee (DPC) by the date designated in the Personnel Action Timetable. After the beginning of the evaluation process, the faculty member may not add materials to the portfolio unless: (a) additional documentation has been requested by the DPC Committee, the department chair, dean, University Personnel Committee (UPC), appropriate university vice president or president; (b) the material is submitted in response to an evaluator's placement of materials or written statements in the employee's evaluation portfolio or personnel file after the beginning of the evaluation process; or, (c) the material was not available prior to the beginning of the evaluation process. [See Article 19.4 in its entirety.]

Department's Distance Education Policies *(Please refer to Collective Bargaining Agreement-Appendix G)*

Development, Conversion and Approval of Online Course Offerings

- Development, conversion and approval of online courses must first be approved by the Program Faculty
- Approval must then follow the university's procedure for approval for web offered courses by the College of Education Curriculum Committee, the Distance Education Committee and the Graduate Council (as applicable) and the University Curriculum Coordinating Committee prior to online scheduling of a course.

Evaluating Web Offered Instruction

- Evaluation of web-delivered courses will be completed using the same departmental criteria for face-to-face courses, including chair and peer evaluations completed through and agreed upon and short-term shared access to courses and course materials.
- Courses should also be in accordance with Distance Education Committee Standards.

Guidelines for Faculty Instruction of Web Offered Courses

- Prior to teaching any online course faculty need to complete the Online Certification Training offered through the Center for Teaching and Research Excellence or approved equivalent training.
- Instruction of online courses will be determined by appropriately trained faculty by program need using the additional criteria of 1) faculty who have developed the web-based format and 2) faculty seniority used that order.
- Faculty teaching online will hold office hours in accordance with contractual requirements (Article 18.7).

Relative Emphasis of Evaluation Areas

Performance of each tenured/tenure-track faculty member being considered for retention, promotion, or tenure is 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. (*See Contract, Article .19.3.a.(1)*) After teaching/performance of primary duties, research/creative activity and service will be given equal emphasis.

The evaluation period for retention shall be the period since the beginning of the employee's last evaluation for retention, with the exception that employees in their second year of employment in the bargaining unit shall have their entire period of employment evaluated. In tenure evaluations, the performance standards will be used to judge whether an employee's performance has reached the required degree of effectiveness by the end of the evaluation period. [See Article 19.3.(a).2.(a)]

The evaluation criteria for part-time lecturers will be confined to the evaluation of teaching performance only. Full-time lecturers must address categories 1, 2, and 3 within the evaluation of teaching performance. Evaluation of research and service begins in Year 4.

Professional Development

All Unit A teaching faculty will document participation in professional development 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.

I. TEACHING / 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.
10. Evidence of effective use, integration, and application of LiveText and/or Moodle for presentations, course assignments, grading, assessment, and other supplemental courseware.

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

Category 1: University Online Student Evaluation System for each term

ALL students *shall have the* opportunity to evaluate faculty members each term using the university on-line evaluation instrument. Inclusive within the university on-line evaluation tool are questions relative to instructors' communication and accessibility to candidates.

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 made available 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.

- Each academic term, all of an (Contract Article 19.4b) instructor's students shall have the opportunity to evaluate their instructor's teaching effectiveness using the university's student evaluation system.
- The instructor will not be present during the evaluation process.
- Instruction provided online will be evaluated using the same course evaluation and rating scale as used for campus/classroom-based courses.
- Faculty are required to submit 90% (or above) of the completed course evaluations for sections taught for credit (i.e 9 of 10 courses) during 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. This criterion needs to be met for each academic year, regardless of the span of the evaluation period. (For instance, for an evaluation over a 5-year span (ex. Promotion to Full Professor) the criteria above needs to be met for each AY, rather than for the single 5-year span.) Faculty are expected to provide a statement attached to the course evaluation submission spot in place of the student evaluation if it is going to be omitted from the calculation.

The following Rating Scale will be used:

Satisfactory	3.0-3.2
Effective	3.3-3.5
Highly Effective	3.6-3.8
Significant	3.9-4.2
Superior	4.3-5.0

If the averages are below the target criteria, the candidate will write a narrative explaining possible reasons for not meeting the target criteria. Averages are calculated by an unweighted average of all classes taught during the evaluation period. (Applicants may choose to exclude any class outlined in Article 19.4.b) A low student evaluation score cannot be the sole reason for denial and should be evaluated in conjunction with peer and chair evaluations and narrative.

Category 2: Annual Classroom Observations

- The faculty member being evaluated will have two classroom observations: one by the department chairperson (not required of tenured faculty) and one from a tenured or tenure-track faculty member from his/her program, department, related SPA, or a faculty member agreed upon by the faculty and the department chairperson.
- For web-delivered courses, expectations outlined by the Distance Education Committee's policies and procedures should be evident and taken into consideration by the evaluator. Web delivered courses will also be evaluated using the departmental criteria for face-to-face courses that are outlined in this section, including chair and peer evaluations completed through short-term shared access to courses and course materials.
- These observations will take place in the term during or preceding the personnel action or evaluation period.
- The classes to be observed shall be agreed upon by the faculty member and the department chair and peers. These two observers will each provide a written summary of their evaluations using the peer and chair Observation Evaluation Forms.
- A copy of these written evaluations will be given to the faculty member for inclusion in the evaluation portfolio prior to its date of submission according to the personnel action timetable and the department chair to be placed in the instructor's personnel file.
- The average score on the items of the Observation Evaluation Form is a guideline for rating levels of teaching effectiveness.

The following scale will be used:

Satisfactory	3.0-3.2
Effective	3.3-3.5
Highly Effective	3.6-3.8
Significant	3.9-4.2
Superior	4.3-5.0

Category 3: Teaching Materials

Evaluation of an employee's teaching/performance of primary duties will include consideration of the employee's effectiveness in her/his: execution of assigned responsibilities; command of the subject matter or discipline; oral English proficiency as mandated by Illinois statute; ability to organize, analyze and present knowledge or material; ability to encourage and interest students in the learning process; and in student advisement, counseling, and direction of individual activities. (Contract Article 19.3d.1)

The faculty member being evaluated must present a packet of materials which include evidence from items "A" through "J," and any other materials appropriate to the faculty member's primary duties during the entire evaluation period.

The packet of materials should include, but not be limited to, a representative sampling of the following:

- A. Year-long Faculty Workload assignment form.
- B. Most recent course syllabus, one per course taught that follows the required format, including graduate and undergraduate syllabi for cross-listed courses.
- C. Original and faculty-created research-based materials for each syllabus submitted (e.g., class notes, handouts, activities, and presentations reflective of varied methods of teaching).
- D. Instructor-developed course assessments for each syllabus submitted (e.g., scoring guides, rubrics, tests, quizzes, assignments reflective of varied instructional methods).
- E. Evidence of course development posted to a course management system (e.g., Moodle, Blackboard).
- F. Key assessments posted and graded in the Unit Assessment System.
- G. Completion of Online Certification Training for teaching of hybrid/online courses.
- H. Faculty use of technology to engage with students. [Big Blue Button, Zoom, Google Meets, etc.]. (*)
- I. Faculty use of materials which demonstrate integration of technology into the course /classroom. PowerPoint, LiveText®, Promethean, Moodle, Jing, Google Classroom, and Elluminate, Padlet, etc.]. (*)
- J. Faculty use of original instructional materials. (*)
- K. For Hybrid /Online Courses, provide evidence of all items below:

- Educational Commitment Statement with information about students' expectations, including participation and attendance.
- Materials which demonstrate communication and collaboration with students.
- Integration of multiple activities including forum discussions, quizzes, projects, etc.

(*) Designates evaluative criteria for Category 3: These materials are to be judged by the DPC 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 observations. Course materials are to be kept current and revised as appropriate.

Category 4: Other Primary Duties Materials

A representative sample of Other Primary Duties Materials, which shall include but not be limited to any of the following:

- A. Primary duties for which cues are granted
The faculty member being evaluated provides a packet of materials representative of cue-bearing duties completed during the entire evaluation period.
 - Program Assessment
 - Assessment Plan
 - Assessment Report
 - Analysis of Program Data
 - Program Measurement and Effectiveness (PME)
 - Advising

- B. Other primary duties, as applicable to the faculty's program includes, but is not limited to, evidence of:
 - Attendance at scheduled college, department, and program meetings.
 - Development, administration, and assessment of master's (graduate level) comprehensive exams.
 - Student professional portfolio review.
 - Coordination and/ or participation at student orientations and/ or majors' meetings
 - Presentation of workshops for students in the faculty's program.
 - Scheduling of courses.
 - Copy of office hours that adhere to contract requirements.
 - Documentation of the submission of academic warnings.
 - Recruitment activities to bolster enrollment
 - Participation in advisory board meetings.
 - Long range program planning and development, including enrollment
 - Completing faculty peer evaluations.
 - Provide help to the department chair, including writing reports for no additional compensation.

Category 5: Curriculum Development

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

- New course development (i.e., campus-based, web-based/online, hybrid/blended, distance education).
- Conversion of an existing course for delivery through a course management system.
- New program development (including online, hybrid/blended, distance education).
- New program options (e.g., campus-based, web-based, online, hybrid/blended, distance education).
- Development, expansion or revision of programs.
- Development or inclusion of technology for existing programs.
- Design and implementation of study abroad initiatives.
- Alignment/realignment of program curriculum with appropriate professional standards.
- Development of curriculum materials for existing courses.
- Revision and/or updating existing courses.
- Design and implement intrastate, interstate, or study abroad student initiatives.

Performance Level Progression Table: Teaching/Primary Duties (*)

Performance Level	Criteria	Year
Appropriate	Contractually not applicable	PY1
Satisfactory	Achieve a satisfactory rating in Categories 1,2,3. For Category 3, a representative sample of course materials meets a satisfactory rating.	PY2
Highly Satisfactory	Contractually not applicable	PY3
Effective	Achieve an effective rating in Categories 1,2, and 3. For Category 3, a representative sample of course materials meets and exceeds a satisfactory rating.	PY4
Highly Effective	Achieve a highly effective rating in Categories 1 and 2. For Category 3, a representative sample of course materials must meet or exceed a highly effective rating. Faculty are assigned cue-bearing activities in Category 4A, faculty must present evidence of completion. Cue-bearing activities are not required. Faculty must present evidence of completion of at least one activity in Category 4B and/or 5.	PY5
Significant	Achieve a rating of significant in Categories 1 and 2. For Category 3, a representative sample of course materials must meet or exceed a satisfactory rating. Evidence must be included of at least two activities in Category 4B and/or 5.	PY6/ Tenure + Associate
Superior	Achieve a rating of Superior in Categories 1 and 2. For category 3, a representative sample of course materials must meet or exceed a satisfactory rating. Evidence must be included of at least two activities in Category 4B. Evidence of at least two activities from Category 5 must be included.	Full
<i>(*) For rating required for probationary levels, promotion and tenure refer to Appendix A.</i>		

II. RESEARCH/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.

Categories of materials and activities appropriate for the evaluation of Research/Creative Activity are grouped to demonstrate the order of their relative importance as guidelines, not inclusive of all possibilities, of effective performance. Sufficient, verifiable, corroborating

evidence is required for each activity. A copy of publications must be included in the portfolio; and/ or, the website must be included for on-line publications.

Categories of materials and activities appropriate for the evaluation of research/creative activities are listed in three groups to demonstrate the order of their relative importance. Official documentation and dated within the evaluation time period from the sponsoring agency such as professional organizations, school districts, publishers, state agencies, etc., should be submitted as evidence (e.g., conference programs or proceeding agendas which name the speaker; or transcripts/ grade notifications, letters of receipt, acceptance, completion or approval, evaluation summaries of activities submitted on letterhead, confirmed by email, or other means which can be designated as official; or other supporting documentation). Each source of evidence submitted and approved will count as one activity.

The following serve as guidelines in evaluating research activities:

Group I Leveling:

Institution Internal - Membership - Program, Department, College Institution Internal - Participation - Program, Department Institution External - local

Group II Leveling:

Institution Internal - Membership - University Institution Internal - Participation - College, University Institution Internal - Leadership - Program, Department Institution External - Leadership - State, Regional
Institution External - Participation - Professional Entity - national, international

Group III Leveling:

Institution Internal - Leadership - College, University Institution Internal - Participation - College, University Institution External - Membership - Professional Entity Institution External - Leadership - National, International

Research - Group I:

A representative sample of materials shall include but is not limited to documents that provide evidence for the activities below:

1. Sharing information obtained from local and state level conferences, workshops, webinars, or other professional development activities at department, program or advisory board meetings.
2. Evidence of submission for proposal of research-based presentations (e.g., poster sessions, paper, symposium) or original creative activity productions (e.g., recitals, dance, theater, art exhibits, film viewing etc.) at meetings, conferences, seminars, workshops, webinar, symposiums, etc. of local or state professional conference, symposium, seminars or organizations outside CSU.
3. Submission of application for approval by the Institutional Review Board (IRB).
4. Submission of proposal for internal grants or contracts.
5. Evidence of securing an external in-kind donation or monetary award to receive or acquire resource materials and/or equipment valued at more than \$250 that may be used for research/creative activities, teaching, or other programmatic educational needs.
6. Participation in professional development activities, such as professional conferences and/or virtual meetings/webinars in one's area of expertise.

7. Progress towards acquisition of a professional certification or credential.
8. Submission of proposal to develop an Open Educational Resource (OER) module that will be publicly available for access.
9. Evidence of manuscript in-progress for publication in non-refereed journal or other venue (print or electronic).
10. Evidence of work (e.g., manuscript, media, etc.) in-progress for participation in University-sponsored forum or professional development meeting.
11. Presentation of a faculty member's unpublished research at departmental seminar or workshop.
12. Invitation to speak at organizations outside of CSU regarding research areas.

Research - Group II:

A representative sample of materials shall include but is not limited to documents that provide evidence for the activities below.

1. Completion of a professional certification or credential as it pertains to primary duties.
2. Progress towards completion of an advanced degree as it pertains to primary duties.
3. Sharing information obtained from regional, national and international level conferences, workshops, webinars, or other professional development activities at department, program, college or advisory board meetings.
4. Submission of manuscript for a refereed journal article, conference proceeding, book, book review, book chapter, book translation or monograph (in print or electronic format) for publication in a peer-reviewed scholarly publication.
5. Submission of research/creativity activity for publication by a professionally recognized publisher of curriculum, film, video, digital or other instructional materials related to content fields in print or electronic format.
6. Submission of proposal to function as editor or co-editor of intellectual content of a book, book chapter, refereed journal article, monographs or scholarly work in either print or electronic format.
7. Submission of creative works for juried exhibitions.
8. Publication of Open Educational Resource (OER) module that is publicly available for access.
9. Publication in a non-refereed, professional printed or electronic literature source.
10. Reviewer, referee, juror, or editor for professional publications in area of expertise (may be used in Research/Creative Activities II or Service III, but not both.)
11. Citation in published works or other professional recognition of accomplishment or contribution.
12. Evidence of research-based presentations (e.g., poster sessions, paper, symposium) at meetings, conferences, seminars, workshops, webinar, symposiums, etc. for a local or state professional conference, symposium, seminars or organizations outside CSU.
13. Evidence of creative activity productions or juried exhibitions of original works (e.g., recitals, dance, theater, art exhibits, film viewing etc.) at meetings, conferences, seminars, workshops, webinar, symposiums, etc. for a local or state professional conference, symposium, seminars or organizations outside CSU.
14. Submission of research-based presentations (e.g., poster sessions, paper, symposium) at meetings, conferences, seminars, workshops, webinar, symposiums, etc. for a regional, national and/or international conference.
15. Submission of creative activity productions or juried exhibitions of original works

- (e.g., recitals, dance, theater, art exhibits, film viewing etc.) at meetings, conferences, seminars, workshops, webinar, symposiums, etc. for a regional, national and/or international conference.
16. 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).
 17. Planning a professional local meeting, conference, seminar, or workshop.
 18. Development/facilitation of online conferences/training events/webinars (local, state).
 19. Creation of digital materials relating to a research area that has a significant following or citation (e.g., blogs, videos, etc.)
 20. Production of original intellectual material(s), research work, and/or instructional materials such as programs, curriculum, or modules that can be adopted with schools, school districts, agencies, professional organizations, or industry.
 21. Evidence of submission of a Memorandum of Understanding (MOU) or contract proposal to provide expertise to schools, school districts, agencies, professional organizations, or industry at the state, national, or international level.
 22. 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.
 23. Award of grants or contracts from non-governmental, foundational, and/or private agency external sources that are not considered to be highly competitive.
 24. Award of internally funded grants, contracts, or research.
 25. Evidence of securing an external in-kind donation or monetary award to receive or acquire resource materials and/or equipment valued at more than \$1,000 that may be used for research/creative activities, teaching, or other programmatic educational needs.
 26. Evidence of a research project approved by the Institutional Review Board (as PI, co-PI, or Faculty Advisor of student research project, thesis, and/or capstone project).
 27. Evidence of research in progress.
 28. Mentoring and inclusion of students in research processes.

Research - Group III:

A representative sample of materials that shall include but is not limited to documents that provide evidence for the activities below.

1. Completion of an additional advanced degree or program certificate as it pertains to your primary duties.
2. Acceptance into a postdoctoral program for the purpose of advanced postdoctoral research and/or professional development, not to include master's level programs.
3. Evidence of peer-reviewed scholarly publication in a refereed journal article, conference proceeding, book, book review, book chapter, book translation or monograph (in print or electronic format).
4. Evidence of creative activity productions or juried exhibitions of original works (e.g., recitals, dance, theater, art exhibits, film viewing etc.) at meetings, conferences, seminars, workshops, webinar, symposiums, etc. for a regional, national and/or international conference.
5. Publication by a professionally recognized publisher of curriculum, film, video, digital or other instructional materials related to content fields in print or electronic format.

6. Editor or co-editor of intellectual content of a book, book chapter, refereed journal article, monographs or scholarly work in either print or electronic format.
7. Evidence of original intellectual material(s), research work, and/or instructional materials such as programs, curriculum, or modules adopted by school districts, agencies, professional organizations, or industry.
8. Evidence of research-based presentations (e.g., poster sessions, paper, symposium) at meetings, conferences, seminars, workshops, webinar, symposiums, etc. for a regional, national and/or international conference (but does not include presentations at K-12 institutions).
9. Invited presentations at meetings, conferences, seminars, workshops, webinar, symposiums, etc. at state, regional, national or international levels (but does not include presentations at K-12 institutions).
10. Evidence of a signed Memorandum of Understanding (MOU) or awarded contract to provide expertise to schools, school districts, agencies, professional organizations, or industry at the state, national, or international level.
11. Awards of externally funded grants, contracts, or research.
12. Administration of an external grant or contract as Principal Investigator, Co-Principal Investigator, Director or Co-Director.
13. Evidence of submission of grants or contract proposals to governmental, foundational, and or private agency external sources that are generally considered to be highly competitive.
14. Evidence of securing an external in-kind donation or monetary award to receive or acquire resource materials and/or equipment valued at more than \$5,000 that may be used for research/creative activities, teaching, or other programmatic educational needs.
15. Development/facilitation of online conferences or webinars (national, international).
16. Planning and organizing a professional national or international conference or colloquium.
17. Production of original intellectual material(s), research work, and/or instructional materials such as programs, curriculum, or modules that can be shared with schools, school districts, agencies, professional organizations, or industry at the national or international level.
18. Recognition of/award from an internal (e.g., CSU Award for Excellence in Research) or external source for research or creative activities.
19. 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.
20. National fellowship/internship where research is the foundation of position or purpose of appointment.
21. Evidence of Institutional Review Board (IRB) approved research that includes students as researchers
22. Publication with a student(s) as a collaborator or co-principal investigator.
23. Supervision of student master's thesis/capstone project.
24. Chair or methodologist of a dissertation committee.
25. Evidence of continuous work on a multi-year research/creative project.
26. Evidence of completed research in an area of expertise.

Performance Level Progression Table: Research and Creative Activity (*)

Performance Level	Criteria	Year
Appropriate	Two (2) activities from any of the three groups.	PY1
Satisfactory	Three (3) activities from Group I, II, and/or III. One (1) activity must be from Group II or Group III. One activity must demonstrate evidence of preparation of a manuscript towards the submission of scholarly publications (articles, books, monographs), external grant awards, and/or juried exhibitions.	PY2
Highly Satisfactory	<p>Four (4) activities from Group I, II, and/or III. Two (2) activities must be from Group II or Group III. One activity must demonstrate evidence of preparation of a manuscript towards the submission of scholarly publications (articles, books, monographs), external grant awards, and/or juried exhibitions.</p> <p>If the candidate has no Category 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.</p>	PY3
Effective	Four (4) activities from Group I, II, and/or III. Two (2) activities must be from Group II or III including at least one submission to a peer-reviewed scholarly publications (articles, books, monographs), external grant awards, and/or juried exhibitions.	PY4
Highly Effective	Five (5) activities from Group I, II, and/or III. Three (3) activities from Group II or III including at least one submission to a peer-reviewed scholarly publications (articles, books, monographs), external grant awards, and/or juried exhibitions.	PY5
Significant	<p>Six (6) activities from Group I, II, and/or III. Four (4) activities from Group II and/or III. Two (2) activities must be peer-reviewed scholarly publications (articles, books, monographs), external grant awards, and/or juried exhibitions.</p> <p>Note: Unit A faculty currently in probationary years one through five as of academic year 2023-2024 need only accomplish one peer-reviewed publication, external grant award, or juried exhibition for tenure. This exception is only for the 2022-2026 Contract.</p>	PY6/ Tenure + Associate
Superior	Six (6) activities from Group I, II, and/or III. Four (4) activities from Group II and/or III. Three (3) activities must be peer-reviewed scholarly publications (articles, books, monographs), external grant awards, and/or juried exhibitions that were	Full

	published or awarded since the last promotion.	
(*) For rating required for probationary levels, promotion and tenure refer to Appendix A.		

III. 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.

Categories of materials and activities appropriate for the evaluation of Research/Creative Activity are grouped to demonstrate the order of their relative importance as guidelines, not inclusive of all possibilities, of effective performance. Service is classified as those activities for which there is no monetary compensation. Formal documentation from and dated within the evaluation period from the sponsoring agency such as professional organizations, school districts, publishers, state agencies, etc., should be submitted as evidence (e.g., letters of receipt, acceptance, invitation, completion or approval, evaluation summaries of activities, committee minutes, papers, publications, proposals, presentation handouts). Each source of evidence submitted and approved will count as one activity.

The following serve as guidelines in evaluating service activities:

Group I Leveling:

Institution Internal - Membership - Program, Department, College Institution Internal - Participation - Program, Department Institution External - local

Group II Leveling:

Institution Internal - Membership - University Institution Internal - Participation - College, University Institution Internal - Leadership - Program, Department Institution External - Leadership - State, Regional
 Institution External - Participation - Professional Entity - National, International

Group III Leveling:

Institution Internal - Leadership - College, University Institution Internal - Participation - College, University Institution External - Membership - Professional Entity Institution External - Leadership - National, International

Service - Group I:

A representative sample of materials that shall include but is not limited to documents

that provide evidence for the activities below.

1. Consultation with people needing professional expertise.
2. Informing the public of available departmental and/or university services.
3. Membership and active participation in department committees.
4. Active participation in college faculty meetings and collaborative College activities.
5. Contribute content for department program review documents for which there is no compensation.
6. Membership in professional organizations.
7. Membership on a program departmental search committee.
8. Nomination for a service award.
9. Serve as rotating department recording secretary.

Service - Group II:

A representative sample of materials that shall include but is not limited to documents that provide evidence for the activities below.

1. Serving as an officer of a departmental committee.
2. Membership and documented attendance on a college, university, or system-wide committee or task force.
3. Service as a college or University level committee member for internal reviews at the university (e.g., Program Reviews).
4. Conduct, coordinate, and prepare department program reviews for which there is no compensation.
5. Service on College of Education SPA, SPO, or national accreditation committee at the college or institution.
6. Planning/facilitating external program meetings, conferences, seminars, workshops, advisory board meetings, etc. which significantly adds to the field at the local or state level.
7. Active participation in local, state, regional professional organizations external to CSU (e.g., committee memberships, committee member /subcommittee member).
8. Service as chairperson on a program departmental search committee.
9. Active participation on a College or University search committee.
10. Volunteer work to support the goals of the University or the community beyond our walls for whom we serve.
11. Providing professional services to students beyond the requirements of one's teaching assignments, and for which there is no compensation (e.g., mentoring, writing letters of recommendation, referrals, etc.).
12. Providing remediation to students who fail oral interviews, licensure test preparation practice tests, or ILTS licensure examinations.
13. Participation in Chicago State University dissertation committees (that is not part of the assigned teaching workload; and no compensation or cues are given for this activity).
14. Plan/facilitate program meetings at the local, regional, or state level.
15. Informing the public of program, departmental or university services available through the distribution of print materials in a public forum.
16. Mentoring a new faculty member.
17. Service through union activities.

18. Service as department/program coordinator (uncompensated).
19. Coordinate/facilitate improvement activities/initiatives of the College of Education.
20. Active participation on a College, University, or system-wide standing committee/task force.
21. Serve as a member of a professional committee/organization at the local, state, or regional level.
22. Serve on a College of Education accreditation or workgroup committee.
23. Mentor a new faculty member.
24. Serve as a peer evaluator for a faculty member in another department.
25. Membership on a non-department advisory board (e.g., Head Start, community college or community-based agency).
26. Volunteer work to support the goals of the University or its surrounding community.
27. Visits to, or participation in career days at, high schools or community colleges for recruitment.
28. Actively solicit funds to benefit the department, college, university, or community partners.
29. Recognition or award for service at the local, state or regional level.

Service - Group III:

A representative sample of materials that shall include but is not limited to documents that provide evidence for the activities below.

1. Serve in a leadership role or demonstrate active engagement on a committee, taskforce, workgroup preparing for internal program or college reviews, accreditation or approval reports or visits at the university, state, national level such as but not limited to ISBE, IBHE, HLC, SPA/SPO, and other approval entities.
2. Demonstrate responsibility for/participation in external program or college reviews, accreditation or approval reports or visits at the university, state, national level such as but not limited to ISBE, IBHE, HLC, SPA/SPO, and other approval entities.
3. Serve as an officer on an external professional committee/organization.
4. Serve on a national or international professional committee/organization.
5. Professional speaking engagement on campus or in the community-at-large on behalf of the university.
6. Speaking in a public forum on behalf of the program, departmental or university about available services (e.g., recruitment efforts, informational sessions).
7. Planning/facilitating external program meetings, conferences, seminars, workshops, advisory board meetings, etc. which significantly adds to the field at the regional, national or international level.
8. Volunteer work which draws upon one's academic knowledge and skills to provide professional services to students beyond the requirements of one's teaching assignments with no compensation.
9. Volunteer work which draws upon one's academic knowledge and skills and/or supports the goals of the University or its surrounding community.

10. Assistance in ongoing University special programs beyond that of assigned workload for which there is no monetary compensation.
11. Service as chairperson on a College of Education search committee.
12. Active participation on a University or another college search committee representing the College of Education.
13. Serve as an officer on a College, University or system-wide standing committee/task force.
14. Serve on a local school council, school board, library board, advisory council, community board (e.g., Municipal Parks & Recreation), or any other professionally related board.
15. Participation in school, library, or other professional reform activity.
16. Participation in mentoring teachers or induction activities at Chicago State University or in school districts and community-based agencies that support teacher preparation.
17. Provide evidence of ongoing school-based institutional relationship building and for the purpose of recruitment, retention, and program development.
18. Faculty sponsor/advisor/mentor of a student organization or student-focused service-learning activity/initiative.
19. Conducting continuing education workshops/in-services for teachers, librarians, and other professionals in the community for which there is no monetary compensation.
20. Collaboration with community organizations/partnerships including governmental agencies at the local, state, national, or international levels.
21. Uncompensated consultation (volunteer work), other than with CSU students, as classified in primary duties, which draws upon one's academic skills across colleges or external to the university.
22. Planning/facilitating external program meetings, conferences, seminars, workshops, etc. which significantly adds to the field at the state, regional, national or international level.
23. Active engagement in community advocacy and school reform work.
24. Chair a dissertation or thesis committee.
25. Participation in dissertation committees at institutions external to Chicago State University (that is not part of the assigned teaching workload; and for which no compensation or cues are given).
26. Evidence of contribution as reviewer, referee, or juror for professional publications or creative activity productions in area of expertise. [This evidence may be used in Research/Creative Activity - Group II or Service - Group III, but not both.]
27. Participation in review or development of state policy related to the faculty member's area of expertise.
28. Recognition or award for service at the national or international level.

Performance Level Progression Table: Service (*)

Performance Level	Criteria	Year
Appropriate	Two (2) activities from Group I, II, and/or III.	PY1
Satisfactory	Two (2) activities from Group I, II, and/or III. One (1) activity from Group II and/or III.	PY2

Highly Satisfactory	Three (3) activities from Group I, II, and/or III. Two (2) activities from Group II and/or III.	PY3
Effective	Four (4) activities from Group I, II, and/or III. Three (3) activities from Group II and/or III with at least one (1) activity from Group III. Activities must involve service to the university, community, or profession.	PY4
Highly Effective	Five (5) activities from Group I, II, and/or III. Four (4) activities from Group II and/or III with at least two (2) activities from Group III. Activities must involve service to the university, community, or profession.	PY5
Significant	Six (6) activities from Group I, II, and/or III. Five (5) activities from Group II and/or III with at least two (2) activities from Group III. Activities must involve service to the university, community, or profession.	PY6/ Tenure + Associate
Superior	Six (6) activities from Group I, II, and/or III. Five (5) activities from Group II and/or III with at least three (3) activities from Group III. Activities must involve service to the university, community, or profession since last promotion.	Full
<i>* For rating required for probationary levels, promotion and tenure refer to Appendix A.</i>		

IV. TENURE OR PROMOTION BY EXCEPTIONALITY

An eligible faculty who applies for consideration for tenure or promotion on the basis of exceptional performance must meet the relevant University evaluation criteria described in (Contract Article 21.2). In addition, the employee must show evidence of exceptional performance beyond that otherwise required in two of the three areas of evaluation. Evidence of two criteria must be submitted in each area evaluated for exceptionality.

Exceptionality in the Area of Teaching/Primary Duties:

1. Faculty Excellence Award in teaching from Chicago State University or other professional body
2. Development of three (3) or more completely new courses.
3. Development of a new program.
4. Revision of existing programs which are externally approved.
4. Student evaluations consistently rating the faculty member at 4.5-5.0 over the entire evaluation period.
5. Design and implementation of a new course for online format.
6. Program development and approval to offer a program in a web-delivered or online format.
7. Development and delivery of courses which are designed in multiple formats, including online and multiple time/term-delivery schedules.
8. Development and administration of cohorts and/or cohort partnerships including the development of curriculum and assessment systems.

Exceptionality in the area of Research/Creative Activities:

1. Award of Faculty Excellence Award in research/creative activities from Chicago State University or other professional bodies.
2. Award of federal grant.
3. Award of two or more externally funded grants or contracts.
4. Invitation as a keynote speaker that impacts and/or outreaches to local, state, national or international constituencies.
5. Visiting professor, lecturer, or scholar on an international level in the individual's area of expertise.
6. International fellowship or internship.
7. Two or more publications in a refereed research journal.
8. Three or more publications from Groups III.
9. Service as editor or co-editor of a refereed journal.
10. Presentation/publication with a student(s) at national and/ or international conferences/publications.
11. Chair of a dissertation committee (external to Chicago State University).
12. Evidence of award of grant or contract proposal to governmental, foundational, and/or private agency external sources that are generally considered to be highly competitive.

Exceptionality in the Area of Service:

1. Award of Faculty Excellence Award in service from Chicago State University or other professional bodies.
2. Serves as an officer of a professional organization at the national or international level.

3. Chair of planning committee for a state, national or international conference
4. Participation on a committee that reviews/develops policy related to one's area of expertise at the national or international level.
5. Service as an unpaid consultant to a national or international organization.
6. Cumulative participation in five or more of the activities specified in Group III
7. Leadership on an accreditation review team at the state or national level.

V. EVALUATION OF TENURED FACULTY

The annual evaluation for tenured employees not being considered for promotion or PAI is a process to evaluate each faculty member's work performance and accomplishments. The evaluation shall consist of the review by the Department Chair/Director of the required professional materials, including work in progress done since the last evaluation. Faculty will be evaluated in the areas of teaching, research and service using standards of adequate and exemplary as specified in the Department of Education Studies DAC. The evaluation shall include: 1) Required student course evaluations; 2) Materials submitted by the employee to substantiate performance in each of the areas of teaching/primary duties, research/created activity and service; 3) Materials in the employee's personnel file.

Beginning Spring 2021 and continuing thereafter, the evaluation materials will be submitted to follow a biennial pattern: Year 1 (beginning Spring 2021), a summary of work in each area (Teaching-performance of primary duties/research-creative activities/service), specifically referencing the requirement of the departmental application of criteria (DAC) and following 19.4.c.1.b. In either year, the Department Chairperson/Director and Dean may request additional documentation (Contract Article 19.4.c.(1) (d).

Adequate Standards: (Adapted Third Year Retention Criteria)

- Teaching/Performance of Primary Duties: Effective Student: Effective
Chair: Effective Materials: Effective
Primary duties and/or Curriculum Development: Effective
- Research/Creative Activities: Highly Satisfactory, plus at least one activity in three years must be a peer-reviewed scholarly publications (article, book, monograph), external grant award, and/or juried exhibition.
- Service: Highly Satisfactory.

Exemplary Standards: (Tenure Criteria)

- Teaching/Performance of Primary Duties: Significant Student: Significant
- Chair: Significant Materials: Significant
- Primary duties and/or Curriculum Development: Significant
- Research/Creative Activities: Highly Effective, plus at least one activity in three years must be a peer-reviewed scholarly publication (article, book, monograph), external grant award, and/or juried exhibition.
- Service: Highly Effective

VI. EVALUATION OF UNIT B FACULTY

Unit B consists of employees in three classifications: Lecturers (designated as teaching professionals or temporary resource professionals), part-time (over 50%) Clinical Faculty (designated as clinical professionals) and Academic Support Professionals (Civil Service), and Academic Support Professionals (non-Civil Service). (Article 33.1).

No Lecturer or Clinical Faculty shall be evaluated until she/he has completed one full academic term of service at the university. Evaluation of employees on Lecturer or Clinical Faculty appointments shall consist of a review of the following by the Department Chair/Supervisor and the College of Education Dean/Director where applicable.

Responsibilities of Faculty Member Being Evaluated

For retention, each evaluation period, as provided by the personnel action timetable, the faculty member provides a portfolio of materials which contains the following items: (1) table of contents, (2) A summary of each area of evaluation as appropriate to the faculty member's retention evaluation year (see below) (3) A copy of the current approved DAC, (4) A current vita,(5) A summary of all student evaluations, in alignment with the requirements stated on pp. 6-7 above (6) A copy of the chairperson's observation evaluation, (6) other materials which provide evidence of their effectiveness of teaching/primary duties and which support retention and/or acquisition of a multi-year contract. The portfolio must be submitted to the department chairperson by the date designated in the personnel action timetable.

Following Review of Lecturer's or Clinical Faculty/Professional Documents

The department chair and/or the chair's representative who observed the faculty./teaching/primary duties and the College of Education dean 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 meets expectations with reference to the performance standards specified in the DAC.

A rating of *satisfactory* or above shall not constitute a promise of future employment. Future employment opportunities shall be governed by the provisions of Article 30.

Unsatisfactory Recommendations for Lecturers and Clinical Faculty

In the event of an *unsatisfactory* recommendation, the evaluation must include a classroom visitation report by the department chair, or his/her representative as defined by the DAC. A copy of the evaluation shall be sent to the employee. Upon the request of the employee, a conference shall be held between the department chair and the employee to discuss the written evaluation.

If an employee's performance is judged *unsatisfactory*, the department chair and the COE dean shall provide written reasons, based on the statement of the DAC.

The employee may forward the decision of the department chair and COE dean to the union chapter president who shall notify the provost to initiate the selection process for review by an appeals committee. The appeals committee shall be composed of three (3) bargaining unit members from Unit A and/or Unit B: one member selected by the employee, one member selected by the department chair, and the third by the two (2) members selected.

Unit B Lecturers

Unit B Lecturers are full or part-time teaching professionals or resource professionals who have been appointed on a temporary basis and are eligible for annual reappointment. Lecturers are eligible for a multi-year contract after a period of four years employment at the university, provided evaluation criteria have been met as defined within the DAC and in the contract.

Unit B Clinical Faculty

Unit B Clinical Faculty are responsible for supervising students in student teaching, practicum, or other clinical setting. Clinical faculty are eligible for annual reappointment and multi-year appointments upon satisfactory performance in evaluation. With 5 years of satisfactory service as a clinical faculty member, they are eligible for 3-year renewable contracts if they have earned the required highly effective and superior evaluations.

Evaluation Criteria Specified for Full-Time Unit B Clinical Faculty and Lecturers

	Teaching		
Year 1	Satisfactory		
Year 2	Satisfactory		
Year 3	Satisfactory		
Year 4	Satisfactory		
Year 5	Satisfactory		
Year 6 and beyond	Satisfactory		

Relative Emphasis of Evaluation Areas

Teaching/performance of primary duties is the most important of the three areas of evaluation.

The evaluation criteria for *part-time* lecturers will be confined to the evaluation of teaching performance only and are observed by the department chairperson only. Part-time lecturers must achieve levels of "Satisfactory". Course materials are to be judged by the Department Chair as reflecting the approved syllabus of the course and based on accreditation standards.

The evaluation of *full-time* lecturers is confined to the area of evaluating teaching performance/primary duties.. Syllabi and course materials are to be judged by the Department Chair as reflecting the approved syllabus of the course and based on accreditation standards. Course materials are to be kept current and revised as appropriate. Full-time lecturers are to be observed by the department chairperson and one tenured or tenure-track department faculty person annually.

APPENDIX A

Evaluation Criteria Specified by the Unit A Faculty

	Teaching	Research	Service
Probationary year I	Satisfactory	Appropriate	Appropriate

Probationary year 2	Satisfactory	Satisfactory	Satisfactory
Probationary year 3	Effective	Highly Satisfactory	Highly Satisfactory
Probationary year 4	Highly Effective	Effective	Effective
Probationary year 5	Significant	Highly Effective	Highly Effective
Probationary year 6/Tenure	Superior (by the end of the evaluation period)	Significant	Significant
Promotion to associate professor	Superior	Significant	Significant
Promotion to full professor	Superior	Superior	Superior
PAI - Professional Advancement Increase	Superior	Superior or Significant	Superior or Significant
Personnel action by exception *	Superior or Exceptional	Superior or Exceptional	Superior or Exceptional

- * To meet criteria for personnel action by exceptionality, faculty member must show exceptionality in 2 of three areas of evaluation.

APPENDIX B: PROFESSIONAL DEVELOPMENT PLAN

NAME _____
 TITLE _____
 DEPARTMENT _____
 YEAR _____

The Education Studies DAC should be viewed and utilized by faculty as a professional development plan for the purpose of faculty’s continued professional development, retention, tenure, promotion, and demonstration of exceptionalism. The form below is designed to represent a faculty member’s plan for development in his or her work at Chicago State University, contingent upon institutional supports of time, financial and physical resources provided. Faculty need not develop goals for each area of evaluation identified in the contract. The plan may edit or revised as time, opportunities and resources change over the course of the year. **The plan is an input for annual retention/tenure/promotion actions, but it is NOT a basis for recommending or not recommending a personnel action. It is a tool for department, college, and university alignment to the University Strategic Plan and related initiatives at the college and departmental levels.

Evaluation Area/ DAC criteria as applicable	Goal for the Year	Resources Needed to Attain Goal	Relationship to Department’s/ College’s vision, mission criteria (Specify)	Relationship to Relevant Professional Standards	Outcomes/ Results	Comments
<u>Teaching/ Primary Duties</u>						
<u>Research/Creative Activities</u>						

Service (Department, College, University, Professional, Community)						
<u>Comments</u>						

Employee _____

Chairperson _____

Dean _____