

CHICAGO STATE UNIVERSITY

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M E M O R A N D U M

TO: Rachelle Stewart
Chairperson, Health Information Administration

FROM: Sandra Westbrooks *S.W.*
Provost and Vice President for Academic and Student Affairs

DATE: February 14, 2008

RE: **DEPARTMENTAL APPLICATION OF CRITERIA**

The Departmental Application of Criteria are approved as submitted. They shall remain in effect for the duration of the 2006-2010 Agreement. The approved statement of criteria shall become effective January 1, 2008.

Article 19—Evaluation and Evaluation Criteria, Section 19.3 Evaluation and Criteria and their Application, Subsection 19.3.b Departmental Application of Criteria, of the 2006-2010 Agreement, indicates that faculty members are to receive copies of the approved criteria. Subsection 19.3.b.(5) states:

“All department employees and the Union Chapter President shall receive a copy of the approved statement of Departmental Application of Criteria within fifteen (15) days of approval.”

Please provide a copy of the approved Departmental Application of Criteria to all bargaining unit members in your department. If you have any questions, please contact Dr. Debrah Jefferson.

Cc: Contract Administrator
UPI President
Dean

**CHICAGO STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF HEALTH INFORMATION ADMINISTRATION
DEPARTMENT APPLICATION OF CRITERIA
SEPTEMBER 1, 2006 - AUGUST 31, 2010
TENURE TRACK**

In considering personnel retention, tenure, promotion or professional advancement increases, the Department of Health Information Administration will consider the activities and materials as specified in the Department's Application of Criteria. The Department Application of Criteria is comprised of three sections: The sections are divided as activities considered appropriate for: teaching/performance of primary duties; research/creative activity; and service. The relative importance for those activities and the methods of evaluating the three performance areas are described following each section.

RESPONSIBILITIES OF THE FACULTY MEMBER BEING EVALUATED

A faculty member who is being evaluated for a personnel action should provide a portfolio of materials. The portfolio is provided according to the timetable designated in the University schedule of personnel actions. The portfolio is submitted to the Chairperson of the Department of Health Information Administration Personnel Committee (DPC). Personnel recommendations will be made in consideration of evidence submitted in the faculty member's portfolio and materials as described in the most recent Faculty Agreement.

The portfolio provided should include but is not limited to:

1. A current signed and updated curriculum vitae.
2. Evidence of academic and professional credentials, and continuing education currency.
3. A description that summarizes his/her activities preceding each of the three performance areas.
4. Copy(ies) of Yearlong Work Assignment(s) for the evaluation period.
5. Documentation of activities (in teaching and primary duties, research and creative activities and service) which meet the criteria in the faculty agreement relative to the personnel action being pursued.

I. ACTIVITIES CONSIDERED APPROPRIATE FOR EACH OF THE THREE PERFORMANCE AREAS AND THE RELATIVE IMPORTANCE OF THOSE ACTIVITIES.

A. Teaching/Performance of Primary Duties

1. Types of Activities

- a. summary of student evaluations
- b. peer and chairperson reports of class visitations
- c. creations or revisions of course materials according to department standards that reflect accreditation standards and guidelines
- d. development of creative and innovative teaching materials
- e. curriculum development and revision
- f. evidence of advisement activities
- g. participation in CE activities
- h. evidence of faculty development, i.e. participation of: continuing education activities, at workshops and seminars etc.
- i. evidence to support performance of assigned primary duties other than teaching
- j. utilization of outside resources e.g. speakers, field trips
- k. integration of technology into course work

2. Relative Importance of Teaching/Performance of Primary Duties

For teaching faculty, course materials will be considered the most important with student evaluations and class visitations of equal importance.

Student evaluations and class visitation will be viewed in consideration of the representative course materials for the course(s) being evaluated.

Only original and/or adapted materials that were created during the time period under consideration should be included.

In the event that primary duties other than teaching are assigned, evidence to support the performance of those duties will be considered in proportion to the quantity of teaching duties assigned.

B. Research/Creative Activity

1. Types of Activities

Category I

- a. published book or chapter
- b. publication of articles, critical essays, book review, composition, or review of literature in peer-reviewed journals
- c. external grants, study proposals or contracts awarded
- d. patents, copyrights

- e. proposal accepted for presentation(s) at a meeting, conference, seminar, or workshop at regional, national, or international professional conferences
- f. presentation(s) at a meeting, conference, seminar, or workshop at regional, national, or international profession conferences
- g. peer reviewed creative performances (tapes, records, films)
- h. research and study resulting in the creation and development of creative and innovative teaching materials
- i. research and study resulting in the planning, implementing and evaluating a continuing education program or specialty course within the department or to an affiliating agency
- j. attainment of special credentials/registration/certification

Category II

- a. study, research, or creative activity that resulted in other professional recognition of accomplishment or contributions
- b. course work toward a doctoral degree or special credentials/registration/certification
- c. research resulting in a bibliography of directed self guided study
- d. development of questions for professional associations
- e. research resulting in a work(s) in progress.
- f. submission of articles, critical essays, book reviews, compositions, or reviews of literature in peer-reviewed journals.
- g. external grants, study proposals or contracts written
- h. internal grants, study proposals or contracts awarded.
- i. citations in published works
- j. presentations at local or state meetings, conferences or seminars.

2. Relative Importance of Research/Creative Activities

Given the variable nature of research/creative activities, the list above is not prioritized; however, the activities selected for evaluation must be submitted in a form that can be appraised and verified. Generally, completed works/materials will be ranked higher than works in progress.

A statement that the faculty member attended a meeting, presented a seminar, planned a conference or has a work in progress may not be sufficient. It is expected that the faculty member present documentation and an account of the activity(ies). This account should describe the ways in which the activity was scholarly and of professional benefit.

C. Service Activities

1. Service to the Department

- a. serving as an officer of a department committee
- b. serving as a member of a department committee
- c. serving as advisor of the student organization
- d. serving as the program's representative to various organizations/boards/groups
- e. performance of duties beyond the scope of the faculty member's specified teaching responsibilities.
- f. participation on standing department committees
- g. participation in advisory board meetings
- h. participation in student recruitment efforts
- i. providing expertise that assists the work of department faculty members
- j. planning professional conferences and workshops
- k. participation in program accreditation self-study.

2. Service to the College

- a. serving as an officer of a College committee
- b. serving as a member of a College committee
- c. serving as the college representative to various organizations/boards/groups
- d. participation on standing College committees
- e. participation in College faculty meetings
- f. performance of duties beyond the scope of the faculty member's specified teaching responsibilities
- g. providing expertise that assists the work of college faculty members/administration
- h. participation in student recruitment efforts for the College.

3. Service to the University

- a. serving as an officer of a University committee
- b. serving as a member of a University committee
- c. serving as the University representative to various organizations/boards/groups
- d. performance of duties beyond the scope of the faculty member's specified teaching responsibilities for which there is no compensation
- e. participation in student recruitment efforts for the University
- f. provide expertise that assists the work of University faculty members/administration.

4. Service to the Community

- a. providing expertise that assists the work of organizations outside the university
- b. participation with community events
- c. contributing to public education through teaching and exhibitions
- d. judging at educational events such as science fairs
- e. participation in appropriate volunteer activities.

2. Relative Importance of service activities

Leadership positions on committees and organizations are considered of greater importance than membership of the committees and organizations.

All other categories of service activities will be considered of equal importance. It is expected that individuals will document widely differing activities in their service contributions for which there is no compensation, the importance of which will be considered on the basis of each individual's documentation.

II. METHODS OF EVALUATION TO BE USED IN PERFORMANCE AREAS AND PERFORMANCE STANDARDS

A. TEACHING/PERFORMANCE OF PRIMARY DUTIES

1. Student Evaluations

Candidates will provide student evaluations from a minimum of one course per academic term. A clinical evaluation will be included with the classroom evaluation if the course has a clinical component. The faculty member is responsible for ensuring that at least one-half of students taught during a semester have an opportunity to complete a student evaluation.

The candidate should not be present during the evaluation process. The distribution, collection and return of the evaluations will follow the college process. Copies of the summaries of student evaluations will be presented to the faculty member.

If an instructor feels that the results of a student evaluation are biased in any way, the instructor may add any comments addressing the issue of disparity.

2. Classroom visitations

Classroom visitations will be made by two peers, one must be from the candidate's department, and one may be from outside the department and a third by the Chairperson once per academic year. One of the evaluators is determined by the DPC and other by the faculty member. The two candidates shall not attend the same class session. Arrangements should be made for visitation with the Chairperson at a mutually agreed upon time. All classroom visitations should be set up a minimum of two weeks in advance of visitation and two weeks before portfolio deadlines. A copy of the written report by the peers and chairperson is submitted to the faculty member and must be included in the faculty member's portfolio for the process.

3. Self evaluation/course materials

Course materials should reflect the strengthening of teaching and learning for the purpose of advancing student academic achievement.

Course materials are evaluated on the basis of appropriateness and quality of the scope and coverage to the level of the course. Additionally, materials are evaluated on the basis that they reflect accreditation requirements, and are indicative of current professional practices. The Department of Health Information Administration Distance Education Policy is the guideline for evaluation of on-line courses.

Candidates will describe teaching effectiveness, creative teaching efforts, and attainment of achieved and future goals. Items addressed may include but are not limited to examples of conducting the learning process, student advisement, counseling, direction in specific learning activities, command of the subject or discipline, design of learning environments, and strategies for learning activities. Greater emphasis is given to evidence of innovative teaching techniques.

4. Evidence to support performance of assigned primary duties other than Teaching

Activities of primary duties other than teaching may be supported by progress reports, minutes, copies of correspondence, or other material that substantiates the tasks specified in the portfolio (eg. course or curriculum development).

B. Standards for teaching based on evidence presented for the teaching criteria, the candidate will be voted upon by members of the DPC to determine if the required standards for teaching have been met as per the Faculty Agreement (contract).

1. For retention in probationary year **one**: "satisfactory" teaching/performance of primary duties; "appropriate" research/creative activity and "appropriate" service during the entire evaluation period.
2. For retention in year **two**: "satisfactory" teaching/performance of primary duties; "satisfactory" research/creative activity and "satisfactory" service during the entire evaluation period.
3. For retention in probationary year **three**: "effective" teaching/performance of primary duties" highly satisfactory" research/creative activity and" highly satisfactory" service during the entire evaluation period.
4. For retention in probationary **four**: "highly effective" teaching/performance of primary duties" effective" research/creative activity and "effective" service during the entire evaluation period.

5. For retention in probationary year **five**: "highly effective" teaching/performance of primary duties., "significant" research/creative activity and "significant" service during the entire evaluation period.
6. For **tenure**: "superior" teaching/performance of primary duties, "highly effective" research/creative activity and "highly effective" service during the entire evaluation period.

C. Teaching/Performance of Primary Duties Retention and Promotion Evaluation Criteria.

1. To Attain a Satisfactory Performance Rating in Years One and Two

For retention the faculty member is required to provide materials that meet the described standards, that the classroom visitation evaluations are satisfactory or better, that the student evaluations be within departmental norms, and that contributions are made in at least 2 of the other categories of teaching activities IA1a through IA1c and IA1d through IA1k.

2. To Attain an Effective Performance Rating in Year Three

For retention, the faculty member is required to provide materials that meet the described standards, that the classroom visitation evaluations are highly effective or better, that the student evaluations be within departmental norms, and that significant contributions are made in at least 3 of the other categories of teaching activities . IA1a through IA1c and IA1d through IA1k.

3. To Attain a Highly Effective Performance Rating in Year Four

For retention, the faculty member is required to provide materials that meet the described standards, that the classroom visitation evaluations are highly effective or better, that the student evaluations be within departmental norms, and that significant contributions are made in at least 4 of the other-categories of teaching activities. IA1a through IA1c and IA1d through IA1k.

4. To attain a Significant Performance Rating in Year Five

For retention ,the faculty member is required to provide materials that meet the described standards, that the classroom visitation evaluations superior, that the student evaluations be within departmental norms, and that outstanding contributions are made in at least 5 or more of the other-categories of teaching activities . IA1a through IA1c and IA1d through IA1k.

5. To Attain a Superior Performance Rating in Tenure Year Six

For retention, the faculty member is required to provide materials that meet the described standards, that the classroom visitation evaluations superior, that the student evaluations be within departmental norms, and that outstanding contributions are made in at least 6 or more of the other categories of teaching activities IA1a through IA1c and IA1d through IA1k.

D. RESEARCH/CREATIVE ACTIVITY

Evaluation of the effectiveness of the faculty member's research/creative activity will include consideration of: the quality and quantity of research/creative activity, contributions to the profession, extent and nature of national, state or local recognition of research/creative activity; extent and the nature of participation in professional organizations.

A candidate will use the following performance standards as a basis to designate the required degree of effectiveness by the end of the evaluation period. Activities that represent substantial efforts can be considered for more than one activity if the effort is fully documented.

1. Research/ Creative Activity Retention/Tenure Evaluation Criteria

a. To Attain an Appropriate Performance Rating in Year One.

For retention, the member is required to evidence the appropriate level of research/creative activity by achieving: at least one item from Category I **and** at least one item from Category II.

b. To attain a Satisfactory Performance Rating in Year Two and Promotion to Assistant Professor

For retention, the member is required to evidence the appropriate level of research/creative activity by achieving: at least one item from Category I **and** two items from Category II.

c. To attain a Highly Satisfactory Performance Rating in Year Three

For retention, the member is required to evidence the appropriate level of research/ creative activity by achieving: at least one item from Category I **and** three items from Category II.

d. To Attain an Effective Performance Rating in Year Four

For retention, the member is required to evidence the appropriate level of research/creative activity by achieving: at least two items from Category I **and** at least two items from Category II.

f. To Attain a Highly Effective Performance Rating in Year Five

For retention, the member is required to evidence the appropriate level research/creative activity by achieving: at least two items from Category I (referred journal article) **and** at least three items from Category II.

g. To Attain a Significant Performance Rating in Year Six and Tenure

For tenure, the member is required to evidence the appropriate level of research/creative activity by achieving at least three items from Category I (one must be a refereed journal article or significant external grant) and at least four items from Category II.

E. SERVICE ACTIVITY

A candidate will use the following performance standards as a basis to designate the desired degree of effectiveness by the end of the evaluation period.

1. Service Activity Retention/Tenure/Promotion Evaluation Criteria

a. To Attain an Appropriate Performance Rating in Year One

For retention, the member is required to evidence the appropriate level of service by achieving: at least one item from Service Activities 1 through 4.

b. To Attain a Satisfactory Performance Rating in Year Two

For retention, the member is required to evidence the appropriate level of service by achieving: at least two items from Service Activities 1 through 4.

c. To Attain a Highly Satisfactory Performance Rating in Year Three

For retention the member is required to evidence the appropriate level of service by achieving: at least three items from Service Activities 1 through 4.

d. To Attain an Effective Performance Rating in Year Four

For retention, the member is required to evidence the appropriate level of service by achieving: at least four items from Service Activities 1 through 4.

e. To Attain a Highly Effective Performance Rating in Year Five

For retention, the member is required to evidence the appropriate level of service by achieving: at least five items from Service Activities 1 through 4.

f. To Attain a Significant Performance Rating in the Tenure Year

For tenure, the member is required to evidence the appropriate level of service by achieving at least six items from Service Activities 1 through 4.

g. To Attain a Superior Performance Rating

To attain a superior performance rating, the member is required to evidence Appropriate level of service by achieving at least four items from Service Activities 1 through 4 with demonstrated leadership in two or more categories.

CRITERIA FOR PROMOTION

Assistant Professor

Teaching: For promotion to assistant professor, the candidate must meet the criteria for

Highly Effective” teaching as described in IA1a through IA1c. The classroom visitation evaluations are highly effective or better. The student evaluations are within departmental norms. There should be significant contributions in at least four items in categories IA1d through IA1k.

Research: For promotion to assistant professor, the candidate must meet the criteria for Satisfactory Research/ Creative Activity. Materials should provide evidence of the achievement of at least one item from Category I **and** one item from Category II.

Service: For promotion to assistant professor, the candidate must meet the criteria for highly satisfactory service. There should be evidence of achievement of at least three activities from Service Activities one through four.

Associate Professor

Teaching: For promotion to associate professor, the candidate must meet the criteria that demonstrate Superior teaching for a two-year period. Materials for categories IA1a through IA1c show superior classroom visitation evaluations and that student evaluations are within departmental norms. There should be evidence of outstanding contributions in at least six or more of the other categories of teaching activities IA1d through IA1k.

Research: For promotion to associate professor, the candidate must meet the criteria for Significant research/creative activity. Submitted materials should reflect the achievement of at least three items from Category I (one must be a refereed journal article or significant external grant) and at least four items from Category II.

Service: For promotion to associate professor, the candidate must meet the criteria for significant service. There should be evidence of achievement of at least six activities from Service Activities one through four.

Professor

Teaching: For promotion to professor, the candidate should provide materials that demonstrate Superior teaching for a three-year period. Materials for categories IA1a through IA1c should show superior classroom visitation evaluations and that student evaluations are within departmental norms. There should be evidence of outstanding contributions in at least six or more of the other categories of teaching activities – IA1d through IA1k.

Research: For promotion to associate professor, the candidate must meet the criteria for Significant research/creative activity. Submitted materials should reflect the achievement of at least three items from Category I (one must be a refereed journal article or significant external grant in a priority area for the department or professional association) and at least four items from Category II.

Service: For promotion to professor, the candidate must meet the criteria for superior service. There should be evidence of achievement of at least four activities from Service Activities one through four with demonstrated leadership in at least two of the activities.

**CHICAGO STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF HEALTH INFORMATION ADMINISTRATION
DEPARTMENT APPLICATION OF CRITERIA
SEPTEMBER 1, 2006 - AUGUST 31, 2010
LECTURERS**

No lecturer will be evaluated until he/she has completed one full academic term of service at the University. The lecturer will receive a review of an evaluation that is to be completed by the Dean of the College of Health Sciences and the Chairperson of the Department of Health Information Administration. The lecturer is required to submit a professional portfolio containing the following documents:

1. a current signed and dated curriculum vitae.
2. evidence of academic and professional credentials, and continuing education currency.
3. Yearlong Work Assignment

ACTIVITIES CONSIDERED APPROPRIATE

A. TEACHING/PERFORMANCE OF PRIMARY DUTIES

In evaluating a lecturer's performance by the Department Chair and College Dean, the following activities and materials will be considered.

1. Types of Activities

- a. a signed and updated curriculum vitae
- b. evidence of academic and professional credentials, and continuing education
- c. documentation of activities related to teaching
- d. summary of student evaluations
- e. peer and chairperson reports of class visitations
- f. representative course material

Student Evaluations

Lecturer will provide student evaluations each academic term.

The instructor shall insure that at least one-half of his/her students have the opportunity to evaluate his/her performance.

The candidate should not be present during the evaluation process. The distribution, collection and return of the evaluations will follow the college process. Copies of the summaries of student evaluations will be presented to the faculty member.

In interpreting student evaluations, consideration is given to such factors as difficulty of classes, newness or experimental nature of the classes and/or other unique characteristics of the classes. If an instructor feels that the results of a

student evaluation are biased in any way, the instructor may add any comments addressing the issue of disparity.

Classroom Visitations

Classroom visitations will be made by one peer from the department and one from the Department Chairperson. Classroom visitations should be set up a minimum of two weeks in advance of visitation. Copies of the reports are submitted to the lecturer and are included in his/her file.

Representative Course Material

The lecturer will submit a sampling of course materials as evidence of the effectiveness of his/her teaching/primary duties.

Evaluation Criteria

The lecturer must achieve a “satisfactory” teaching performance. To attain a “satisfactory” performance:

1. classroom visitations by a peer(s) are deemed satisfactory
2. classroom visitation by the Chairperson is deemed satisfactory
3. student evaluations are within the department norms
4. representative materials are submitted to the Chairperson and are deemed satisfactory.

RETENTION OF FULL-TIME (TEMPORARY) TEACHING FACULTY

Both the Chair of the Department and the Dean of the College will forward an annual evaluation to the Vice President for Academic Affairs for all Full-Time (Temporary) teaching professionals. No Lecturer/Instructor will be evaluated until he/she has completed one full academic term of service at the University.

**CHICAGO STATE UNIVERSITY
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DEPARTMENT APPLICATION OF CRITERIA
SEPTEMBER 1 2006 - AUGUST 31 2010
TENURED FACULTY**

The annual evaluation for tenured faculty members not being considered for promotion or professional advancement increases is a limited process to identify areas of strength and weakness and to improve performance. The evaluation shall consist of the review of the following by the Chairperson of the Department of Health Information Administration.

The tenured faculty member shall submit a portfolio which includes:

1. a current signed and dated curriculum vitae.
2. evidence of academic and professional credentials, and continuing education currency.
3. yearlong work assignment
4. summary of student evaluations from all courses taught during the evaluation period. Evidence that at least one-half of his/her students have the opportunity to evaluate his/her performance.
5. documents to substantiate performance in teaching/primary duties, research/creative activity and service.

The Chairperson of the Department of Health Information Administration shall prepare a written evaluation statement for each faculty member considered. Copies of the evaluation shall be forwarded to the Dean of the College of Health Sciences as well as the faculty member. The faculty member may attach a written response. The Dean of the College of Health Sciences will forward his/her recommendations to the Provost of Chicago State University.

**CHICAGO STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF HEALTH INFORMATION ADMINISTRATION
DEPARTMENT APPLICATION OF CRITERIA
SEPTEMBER 1, 2006 – AUGUST 31, 2010
TENURED FULL PROFESSORS OF THE UNIVERSITY
PROFESSIONAL ADVANCE INCREASE**

Tenured full professors who have completed at least **five** years of service at the university at the academic rank of full professor are eligible for a professional advancement increase. Faculty members eligible for consideration for the professional advancement increase should apply by submitting a letter of request and supporting materials to the Department Chairperson at the designated time, and submit a professional advancement increase portfolio to the chairperson at the designated date. Faculty members who have submitted annual evaluation material for five years following achievement of the rank of full professor or following receipt of a professional advancement increase are eligible to apply.

The tenured full professor should submit a portfolio containing the following documents:

1. Table of contents
2. A copy of the current approved Departmental Application of Criteria
3. A current and signed curriculum vita
4. A summary of student evaluations for the evaluation period.
5. Revised yearlong assignments for the evaluation period
6. A summary of all peer and chairpersons classroom evaluations
7. Other materials submitted by the faculty member in support of the professional advance increase evaluation. Materials and activities submitted for evaluation must be those which were accomplished within the time period for evaluation.,

Performance Standards for Professional Advancement Increase

1. Superior teaching/performance of primary duties.
2. Either superior research/creative activity with significant service or
3. Superior service with significant research/creative activity.

Each area of performance will be examined in the aggregate—that is, taken as a whole through the last five years prior to this evaluation.

To Attain a Superior Performance Rating in Teaching/ Performance of Primary Duties

The faculty member is required to provide materials that meet the prescribed standards, that the classroom visitation evaluations are superior, that student evaluations be within departmental norms and that outstanding contributions are made in at least six of the other categories of Teaching Activities IA1a through IA1c and IA1d through IA1k.

AND

Attainment of Superior Performance Rating in Research/Creative Activity

The faculty member is required to document evidence of accomplishment in four items in Category I and five items in Category II.

OR

Attainment of Superior Performance Rating in Service

To attain a superior performance rating in Service, the faculty member must demonstrate the appropriate level of service by achieving at least four items from Service Activities 1 through 4 with demonstrated leadership in two or more categories.