

**CHICAGO STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
HEALTH INFORMATION ADMINISTRATION DEPARTMENT
DEPARTMENT APPLICATION OF CRITERIA
TENURE TRACK
SEPTEMBER 2003 - AUGUST 2005**

In considering personnel retention, tenure, promotion or professional advancement increases, the Health Information Administration Department will consider the activities and materials as specified in the Department's Application of Criteria. The Health Information Administration Department's Application of Criteria is comprised of 3 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 3 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 Health Information Administration Personnel Committee. Personnel recommendations will be made in consideration of evidence submitted in the faculty's member's portfolio and materials as described in the most recent Faculty Agreement.

The portfolio provided should include but not limited to:

1. a current signed and dated 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. 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. course materials: creation or revisions of
- 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. integrating 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: such as

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. grant, study proposals or contracts written
- d. grant, study proposals or contracts awarded
- e. patents, copyrights
- f. presentation(s) at a meeting, conference, seminar, or workshop at regional, national, or internal 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. citation in published works

Category II

- k. study, research, or creative activity that resulted in other professional recognition of accomplishment or contributions
- l. planning professional conferences and workshops
- m. progress toward a related degree or special credentials/registration/certification
- n. research resulting in a bibliography of directed self guided study
- o. item writing for professional examinations
- p. research resulting in a work(s) in progress
- q. participant in program accreditation self-study

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 judged more important 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 a professional benefit.

C. Service Activities

1. Types of Activities: 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 department faculty meetings
- h. participation in advisory board meetings
- i. participation in student recruitment efforts
- j. providing expertise that assists the work of department faculty members

2. Types of Activities: 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. Types of Activities: 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
- e. participation in student recruitment efforts for the University
- f. providing expertise that assists the work of University faculty members/administration

4. Types of Activities: 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. appropriate volunteer activities

2. Relative Importance of service activities:

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

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, 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 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.

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.

5. 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 for:

- a. retention in probationary years one and two, "satisfactory" teaching/performance of primary duties;
- b. retention in probationary years three, four, and five and promotion to assistant professor, "highly effective" teaching/performance of primary duties.
- c. Tenure and promotion to associate professor and professor, "superior" teaching/performance of primary duties.

To attain a:

- i. **satisfactory** teaching performance 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 I. A. 1.a – I A. 1. k.
- ii. **highly** effective teaching performance 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 . A. 1.a – I A. 1. k.
- iii. **superior** teaching performance 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 4 or more of the other categories of teaching activities I. A. 1.a – I A. 1. k.

B. RESEARCH/CREATIVE ACTIVITY

Due to the size of the Health Information Administration Department, the requirements of the professional accrediting body and the nature of the profession, consideration is given when evaluating scholarly activities. Factors that are taken into account that may reduce a faculty member's ability to devote time to research are: faculty member's teaching load, multiple preparations, frequency in which courses are taught, new course offerings, and accreditation requirements for change.

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. retention in probationary year one, "appropriate" research/creative activity evidenced by achieving at least one item from Category I or 2 items from Category II.
2. retention in probationary year two and for promotion to assistant professor, "satisfactory" research/creative activity evidenced by achieving at least 1 item from Category I and more than 2 items from Category II.
3. retention in probationary year three, four and five, "significant" research/creative activity, evidenced by achieving at least 2 items from Category I and more than 2 items from Category II.
4. promotion to associate professor and tenure, "significant" research/creative activity, evidenced by achieving at least 2 items from Category I and more than 2 items from Category II.
5. for promotion to professor, "superior" research/creative activity, as evidenced by achieving at least 2 items from Category I, one which must be from Category I a-e and more than 2 from Category II

C. SERVICE

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. retention in probationary year one "appropriate" service as evidenced by achieving one or more items in section C1, a-j; C2, a-h; C3, a-f; or C4, a-e.
2. retention in probationary year two and or promotion to assistant professor, "satisfactory" service, as evidenced by achieving two or more items in section C1, a-j; C2, a-h; C3, a-f; or C4, a-e.
3. retention to probationary year three, four and five, tenure and promotion to associate professor, "significant" service , as evidenced by achieving three or more items in section C1, a-j; C2, a-h; C3, a-f; or C4, a-e.
4. promotion to professor, "superior" service, as evidenced by achieving four or more items in section C1, a-j; C2, a-h; C3, a-f; or C4, a-e.

**CHICAGO STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
HEALTH INFORMATION ADMINISTRATION DEPARTMENT
DEPARTMENT APPLICATION OF CRITERIA
LECTURERS
SEPTEMBER 2000 - AUGUST 2002**

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 Health Information Administration Department.

The following is submitted

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

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. summary of student evaluations
- b. peer and chairperson reports of class visitations
- c. representative course material

Lecturer will provide student evaluations from one course per academic term.

The lecturer may submit any additional course materials as evidence of the effectiveness of his/her teaching/primary duties

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.

The lecturer is not required to submitted a professional portfolio.