

## Department Application Criteria (DAC)

### **Introduction**

The Departmental Application of Criteria (DAC) is aligned with the UPI Local 4100 Contract for 2018-2022 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)).

### **Responsibilities of Faculty Member 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 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.

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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 (*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 aligned 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 among 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.

**1. TEACHING / PERFORMANCE OF PRIMARY DUTIES**

**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, except those enrolled in practica, tutorials, independent study courses, and other such courses 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.

**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

**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

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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 LiveText.
- 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 is appropriate.

**Category 4: Other Primary Duties Materials (A and B)**

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 materials which shall include, but are not limited to, any of the following:

A representative sample of curriculum development materials which shall include, but are not limited to 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 of intrastate, interstate, or study abroad student initiatives.

### Relative Importance and Weight for Teaching/Primary Duties

(For rating required for probationary levels, promotion and tenure refer to Appendix A)

In order for an individual to be rated as "*satisfactory*" or above in teaching effectiveness, s/he must achieve a satisfactory rating in Categories 1, 2, and 3. Evidence is evaluated as a whole throughout the evaluation period. Meets two of the evaluative criteria designated under Category 3.

In order for an individual to be rated as "*effective*" or above in teaching effectiveness, s/he must achieve an effective rating in Categories 1, 2, and 3. Evidence is evaluated as a whole throughout the evaluation period. Meets all three of the evaluative criteria designated under Category 3.

In order for an individual to be rated as "*highly effective*" or above in teaching effectiveness, s/he must achieve ratings of *highly effective* in Categories 1 and 2. For Category 3, a representative sample of course materials must meet or exceed a *highly effective* rating. If faculty are assigned cue-bearing activities in category 4A, faculty must present evidence of completion. Cue-bearing activities are not required for a rating of "highly effective." Faculty must present evidence of completion of least one activity in Category 4B and/or 5. Evidence is evaluated as a whole throughout the evaluation period.



In order for an individual to be rated as "*significant*" in teaching effectiveness s/he must 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. If faculty are assigned cue-bearing activities in category 4A, faculty must present evidence of completion. Cue-bearing activities are not required for a rating of "*significant*." Evidence must be included of at least two activities duties in Category 4B and/or 5. Evidence is evaluated as a whole throughout the evaluation period.

In order for an individual to be rated as "*superior*" in teaching effectiveness s/he must 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. If faculty are assigned cue-bearing activities in category 4A, faculty must present evidence of completion. Cue-bearing activities are not required for a rating of "superior." Evidence must be included of at least two activities duties in Category 4B. Evidence of at least two activities from Category 5 must be included. Evidence is evaluated as a whole throughout the evaluation period, with the exception of evaluation for tenure, in which case, a *superior* rating is to be achieved by the end of the evaluation period.

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

<u>Performance Level</u>	<u>Criteria</u>
<b>Appropriate</b>	Contractually not applicable
<b>Satisfactory</b>	Achieve a satisfactory rating in Categories 1,2,3. For Category 3, a representative sample of course materials meets a satisfactory rating.
<b>Highly Satisfactory</b>	Contractually not applicable
<b>Effective</b>	Achieve an <i>effective</i> rating in Categories 1,2, and 3. For Category 3, a representative sample of course materials meets and exceeds a <i>satisfactory</i> rating.
<b>Highly Effective</b>	Achieve a <i>highly effective</i> rating in Categories 1 and 2. For Category 3, a representative sample of course materials must meet or exceed a <i>highly effective</i> rating. <ul style="list-style-type: none"> <li>• <i>Faculty are assigned cue-bearing activities in Category 4A, faculty must present evidence of completion. Cue-bearing activities are not required.</i></li> <li>• <i>Faculty must present evidence of completion of a least one activity in Category 4B and/or 5.</i></li> </ul>
<b>Significant</b>	Achieve a rating of <i>significant</i> in Categories 1 and 2. For Category 3, a representative sample of course materials must meet or exceed a satisfactory rating. <i>Evidence must be included of at least two activities in Category 4B and/or 5.</i>
<b>Superior</b>	Achieve a rating of <i>Superior</i> in Categories 1 and 2. For category 3, a representative sample of course materials must meet or exceed a satisfactory rating. <i>Evidence must be included of at least two activities in Category 4B. Evidence of at least two activities from Category 5 must be included.</i>

## II. RESEARCH OF CREATIVE ACTIVITIES

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

### **Group I:**

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

1. Submission of a proposal for presentation at a professional conference, symposium, or seminar.
2. Sharing information obtained from local and state level conferences, workshops, webinars, or other professional development activities at department, program or advisory board meetings.
3. Submission of application of research project for approval by the Institutional Review Board (IRB).
4. Evidence of submission of grants or contract proposal from an internal source.
5. Participation in professional development activities, such as professional conferences and/or virtual meetings/webinars in one area of expertise.
6. Progress towards acquisition of a professional certification or credential.
7. Proposal of an open educational access resource.

### **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.
2. Progress towards completion of an advanced degree.
3. Presentations (e.g. poster sessions, paper, symposium) at meetings, conferences, seminars, workshops, webinar, symposiums, etc. of local, state, regional professional organizations; or organizations outside CSU.
4. Presentation of faculty member's published, unpublished research, research-based practices, or review of recent research to departmental, college or university forum.
5. Presentation at teacher in-service and staff development programs, internal or external to the university.
6. Submission of manuscripts for publication in refereed journals, edited books, etc.
7. Publication in a non-refereed or open access professional publication (print or electronic format).
8. Participation as a referee or juror for professional publications.
9. Citation in published works or other professional recognition of accomplishment or contribution.
10. Faculty created programs, curriculum, or other materials adopted by schools, school districts, agencies, professional organizations, or industry.

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11. Review of juried journal articles, textbooks or online web-based courses from a professionally recognized publisher of curriculum, film, video tape or other instructional materials related to content field in print or electronic format.
12. Submission for government grant, contract, or research project to an external source.
13. Award of internally funded grants, contracts, or research.
14. Evidence of approval of an Institutional Review Board application.
15. Evidence of research in progress.
16. Development/facilitation of telenets/webinars (local, state).
17. Receipt of programmatic resource materials more than \$ 1 ,000 in value that may be used for research.
18. Attend a national or international conference and share information with the program or college.
19. Contracted consultation to school districts, agencies, professional organizations, or industry.
20. Completed submission of an OER module that has been published and available for access.
21. Presentation at teacher in-service and staff development programs at K-12 institutions
22. Evidence of submission of grants or contract proposals from external sources
23. Mentoring and inclusion of undergraduate students in research processes.

### **Group III:**

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

1. Presentations at meetings, conferences, seminars, workshops, etc. of national or international professional organizations (does not include presentations at K-12 institutions).
2. Recognition of/award from an internal (e.g. CSU Award for Excellence in Research) or external source for research or creative activities.
3. Awards of externally funded grants, contracts, or research.
4. Publication in refereed journal in print or electronic format.
5. Publication of conference proceedings, books, book reviews, book chapters (in print or electronic format) by a professionally recognized publisher, excluding vanity press.

4. Publication by a professionally recognized publisher of curriculum, film, video, digital or other instructional materials related to content fields in print or electronic format.
5. Translation of a scholarly/creative book, published by a non-vanity press, in either print or electronic format.
6. Faculty created programs, curriculum, or other materials adopted by schools, school districts, or agencies.
7. Editor or co-editor responsible for the intellectual content of a book, or journal in either print or electronic format.
8. Adoption of faculty's intellectual material(s), research work for use by external agencies or entities
9. Visiting professor, visiting lecturer, or visiting scholar in the individual's expertise where research is the foundation of position or purpose of appointment.
10. National fellowship/internship where research is the foundation of position or purpose of appointment.
11. Supervision of master's thesis.
12. Chair of a dissertation committee.
13. Compensated consultation to professional organizations, agencies, or industry at the state, national, or international level.
14. Evidence of completed research in area of expertise.
15. Evidence of continuous work on a multi-year research/creative project.
16. Completion of an additional advanced degree or program certificate
17. Acceptance into a postdoctoral program for the purpose of advanced post-doctoral research and/ or professional development, not to include master's level programs.
18. Invited presentations at professional meetings, conferences, seminars, workshops, etc.
19. Development/facilitation of online conferences or webinars (national, international).
20. Administration of an external grant or contract.
21. Evidence of Institutional Review Board (IRB) approved research that includes students as researchers.
22. Research or presentation/publication with a student(s) as a collaborator or co-principal investigator.

**Relative Importance and Weight for Research and Creative Activities**

(For rating required for probationary levels, promotion and tenure refer to Appendix A)

In order for a faculty to be rated as demonstrating "*appropriate*" performance in the area of research/creative activity s/he must present evidence of two activities from any of the three groups.

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In order for a faculty member to be rated as "*satisfactory*" in research/creative activity, s/he must

<b>Performance Level</b>	<b>Criteria</b>
<b>Appropriate</b>	Two (2) activities from any of the three groups.
<b>Satisfactory</b>	Three (3) activities- <i>One (1)</i> of which must be from Group II or Group III
<b>Highly Satisfactory</b>	Three (3) activities- <i>Must be from Group II and/or group III</i>
<b>Effective</b>	Three (3) activities from Groups II and/or III- <i>Three (3)</i> activities Group II and/or Group III, <i>one (1)</i> of which must be from Group III
<b>Highly Effective</b>	Three (3) activities from Groups II and/or III- <i>Two (2)</i> from group III. <i>One</i> activity must be a submission to a peer-reviewed journal.
<b>Significant</b>	Three (3) activities from Group II and/or III- Two (2) must be from Group III, and <i>one (1)</i> of which must be a publication in a refereed journal.
<b>Superior</b>	<i>Four (4)</i> activities from Groups II and/ or III- Two (2) from Group III. One of which must be a publication in a refereed journal.

present evidence for three activities at least one of which should be from Group II and/or Group III.

In order for a faculty to be rated as demonstrating "*highly satisfactory*" performance in the area of research/creative activity s/he must present evidence of at least three activities from Group II and/or III.

In order for a faculty member to be rated as demonstrating "*effective*" performance in the area of research/creative activity s/he must present evidence of three activities from Group II and/or III, at least one activity from Group III.

In order for a faculty member to be rated as demonstrating "*highly effective*" performance in the area of research/creative activity s/he must present evidence of three activities, at least two of which must be from Group III. One activity must be a submission to a peer-reviewed journal.

In order for a faculty member to be rated as demonstrating "*significant*" in the area of research/creative activity (for Tenure and promotion to Associate Professor), she/he must present evidence from at least three activities in Groups II and/or III, two of which must be from Group III and one of which must be a publication in a refereed journal.

In order for a faculty member to be rated as demonstrating "*superior*" performance in the area of research/creative activity in the area of research/creative activity, s/he must present evidence of at least four activities from Groups II and III, two of which must be from Group III and one of which must be a publication in a refereed journal.

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



### III. SERVICE

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 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

#### **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 persons needing professional expertise.
2. Informing the public of available departmental and/or university services.
3. Membership and active participation in department committees.
4. Membership in professional organizations.
5. Participation in college faculty meetings.
6. Membership on a program departmental search committee.

### **Group II:**

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

1. Service on a college or university committee.
2. Service through union activities.
3. Service as chairperson on a program departmental search committee.
4. Serving as an officer of a departmental committee.
5. Participation in internal reviews at the university (e.g. Program Reviews).
6. Service on College of Education SPA, SPO, or national accreditation committee at the college or institution.
7. Mentoring a new faculty member.
8. Providing remediation to students who fail the oral interview.
9. 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).
10. Membership on an advisory board (e.g., Head Start, community college or community-based agency).
11. Service as department/program secretary.
12. Planning/facilitating program meetings, advisory board meetings.
13. Active participation in local, state, regional professional organizations external to CSU (e.g. committee memberships, committee member /subcommittee member).
14. Informing the public of program, departmental or university services available through the distribution of print materials in a public forum.
15. Volunteer work to support the goal of the university or educational community.
16. Service as a member of a system-wide committee/task force.  
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.).

### **Group III:**

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

1. Leadership on College of Education SPA, SPO, or national accreditation committee at the college or institution.
2. Serving as an officer in a professional organization at the local, state, or regional level.

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3. Professional speaking engagement on campus or in the community-at-large on behalf of the university.
4. Speaking in a public forum on behalf of the program, departmental or university about available services (e.g. recruitment efforts, informational sessions).
5. Providing professional services to students beyond the university with no compensation
6. Leadership in student activities (within state/out-of-state).
7. Engagement of students in service-learning initiatives.
8. 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
9. Assistance in ongoing university initiatives beyond that of assigned workload.
10. Serving as an officer on college, university, or system-wide standing committee/task force.
11. Participation on a college or university-wide search committee.
12. Serving on a local school council, school board, library board, or any other professionally related board, or advisory council.
13. Active engagement in on-going school reform activities.
14. Participation in mentoring teachers or induction activities at Chicago State University or in school districts and community-based agencies that support teacher preparation.
15. Participation in committees or activities designed to increase cooperation with other institutions.
16. Writing accreditation reports at the program, unit, or university level.
17. Responsibility for/participation in external reviews, accreditation or approval at the university, state, national level such as but not limited to ISBE, IBHE, HLC, SPA/SPO, and other approval entities.
18. Serving on an external accreditation team at the state or national level.
19. Serving as sponsor or advisor of student organizations.
20. Planning conferences, seminars, workshops, etc. which significantly adds to the field.
21. Provide evidence of ongoing school-based institutional relationship building for the purpose of recruitment, retention, and program development.
22. Participation in review or development of state policy related to the faculty member's area of expertise.
23. Recognition by an internal or external source for service activities.
24. Advocating for resources and acquisition of donations to benefit programs and students

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).

**Relative Importance and Weight for Service**

(For rating required for probationary levels, promotion and tenure refer to Appendix A)

In order to be rated as demonstrating "*appropriate*" performance in the area of service, the individual must present evidence of two activities from any group.

In order to be rated as demonstrating "*satisfactory*" performance in the area of service, the individual must present evidence of three activities, one of which must be from Group II or Group III.

In order to be rated as demonstrating "*highly satisfactory*" performance in the area of service, the individual must present evidence of three activities, two of which must be Group II or Group III.

In order to be rated as demonstrating "*effective*" performance in the area of service, the individual must present evidence of at least three activities Group II or Group III, one of which must be from Group III.

In order to be rated as demonstrating "*highly effective*" performance in the area of service, the individual must present evidence of at least four activities two from Group II and at least one from Group III at the university, community, and/or profession organization. Activities must involve service to the university, and to the community or profession.

In order to be rated as demonstrating "*significant*" performance in the area of service, the individual must present evidence of at least four activities, two activities from Group II and at least two activities from group III Activities must involve service to the university, community, and the profession.

In order to be rated as demonstrating "*superior*" performance, the individual must present evidence of at least three activities from Group III, one being Group III demonstrating leadership at the university, community, and/or professional organization level.

**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.

<b>Performance Level</b>	<b><u>Criteria</u></b>
<b>Appropriate</b>	Two (2) activities from any group.
<b>Satisfactory</b>	Three (3) activities- <i>One (1)</i> of which must be from Group II or Group III
<b>Highly Satisfactory</b>	Three (3) activities- <i>Two (2)</i> of which must be from Group II or group III
<b>Effective</b>	Three (3) activities- <i>Three (3)</i> activities Group II or Group, <i>one (1)</i> of which must be from Group III
<b>Highly Effective</b>	Four (4) activities- <i>Two (2)</i> from group II and at <i>least one (1)</i> from Group III. <i>Activities must involve service to the university, community, or profession.</i>
<b>Significant</b>	Four (4) activities- <i>Two (2)</i> from Group II and at least <i>two (2)</i> from Group III. <i>Activities must involve service to the university, community, or profession.</i>
<b>Superior</b>	<i>Three (3) activities- Three (3) from Group III, one from Group demonstrating leadership at the university, community, and/or professional organization level.</i>

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 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.

**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.  
In addition, each 5 years faculty will provide evidence of submission of a manuscript to a refereed journal or submission of a proposal for external grant funding.
- 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
- Service: Highly Effective

## **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, (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, research/creative, and service. The evaluations shall state whether and why the employee's degree of effectiveness in each area meets expectations with reference to the performance standards specified in the appropriate 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.



## Department of Education Studies DAC

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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**

	<u>Teaching</u>	<u>Research</u>	<u>Service</u>
Year 1	Satisfactory		
Year 2	Satisfactory		
Year 3	Highly Effective		
Year 4	Highly Effective	Satisfactory	Satisfactory
Year 5/ Clinical Faculty Eligible for Multi-Year Contract	Highly Effective	Satisfactory	Satisfactory
Year 6 and beyond	Highly Effective	Highly Effective	Highly Effective

**Relative Emphasis of Evaluation Areas**

Teaching/performance of primary duties is the most important of the three areas of evaluation. Next highest priorities go to research/creative activity and service, both of which are given equal emphasis.

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" the first and "Highly Effective" the second year and thereafter. 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 must address categories 1, 2, and 3 within the evaluation of teaching performance. 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 is appropriate. Full-time lecturers are to be observed by the department chairperson and one tenured or tenure-track department faculty person annually.

For the first three years of employment, evaluation of full-time lecturers will be confined to the evaluation of teaching. Full-time lecturers must achieve levels of "Satisfactory" the first year, and "Highly Effective" the second year and thereafter in teaching. For the fourth year, full-time lecturers must achieve a level of "Satisfactory" in Research/Creative Activity and Service must be achieved. For the sixth year, full-time lecturers must achieve a level of "Highly Effective" in research/creative activity and service.

**APPENDIX A**

**Evaluation Criteria Specified by the Unit A Faculty**

	<b>Teaching</b>	<b>Research</b>	<b>Service</b>
Probationary year 1	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.**

## Department of Education Studies DAC

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### 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 exceptionalty. 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 edited 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
<b><u>Teaching/ Primary Duties</u></b>						
<b><u>Research/Creative Activities</u></b>						
<b><u>Service</u></b> (Department, College, University, Professional, Community)						
<b><u>Comments</u></b>						

Employee \_\_\_\_\_ Chairperson \_\_\_\_\_ Dean \_\_\_\_\_

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