

**College of Education**  
**Department of Health Education, Physical Education, and**  
**Recreation**

**2018-2022 Contract**  
**DEPARTMENT APPLICATION OF CRITERIA**

## **The HEPER Department of Application Criteria (HEPER DAC)**

### **Personnel Evaluation Procedures and Criteria**

#### **Department of Health Education, Physical Education and Recreation**

#### **2018-2022 DEPARTMENT APPLICATION OF CRITERIA**

The provisions set forth herein the Department's Application of Criteria (DAC) will be used to evaluate job performance of Unit A and Unit B faculty in the Department. Each employee seeking retention, promotion, or tenure, or the Professional Advancement Increase (PAI) will be required to meet the standards as articulated in the DAC. Provisions that follow describe materials and methods used in the Department to evaluate performance of employees eligible for retention, promotion, tenure, and PAI.

#### **EDUCATIONAL REQUIREMENTS FOR TENURE**

The educational requirements for tenure shall be a doctorate in Health Education, Physical Education, Recreation or a related field from a nationally accredited institution (see 2018-2022 Contract, Appendix E). A faculty member who is working toward a doctoral degree must provide evidence of such progress and degree completion by the time tenure or promotion to associate professor is sought.

The Provost must approve the course of study leading to the terminal degree (if not in HEPER) prior to matriculation in the program for faculty hired in the full-time tenure track position without the terminal degree. Documentation of normal progress leading to the terminal degree must be provided throughout the retention process.

#### **RESPONSIBILITIES OF THE FACULTY MEMBER BEING EVALUATED**

##### **PORTFOLIO SUBMISSION**

##### **Full time Tenure Track Faculty**

The Department Personnel Committee (D.P.C) relative to the established schedule of the University and notification from the administration will notify the faculty member being considered of the date of her/his evaluation. She/he must provide the DPC Chairperson with a portfolio of materials including an up-to-date vita, yearlong assignments for the evaluation period and an outline of documentation of performance relative to the University and Department established criteria for the matter being considered. The faculty member being considered must provide evidence of activity at the appropriate level for each of the criteria areas (i.e., teaching/primary duties, research/creative activity, and service) specified in the Departmental Bylaws. The portfolio must be submitted to the DPC Chairperson by the

date designated in the University schedule for personnel actions to allow sufficient time for members of the DPC to review the portfolio.

### **Temporary Faculty (Full/Part-time)**

It is ultimately the responsibility of the faculty member to determine her/his eligibility as well as to follow University deadlines. Temporary faculty members being considered for evaluation must provide the Department Chairperson a portfolio that includes materials in support of activities in the area of teaching/performance of primary duties. For more information, refer to the section at the end of this document on Evaluation of Temporary Faculty.

### **Professional Development**

All Unit A teaching faculty will document participation in a professional development activity/activities within the evaluation period that contribute/s to course development and improvement of teaching, to improvement of research/creative activity, or to service.

Activities include but are not limited to participation in short courses, conferences, and workshops, and other related, educational experiences and events. These may be virtual or face-to-face experiences/events.

## **RESPONSIBILITIES OF THE PERSONNEL COMMITTEE**

The portfolio of the faculty member to be voted upon will be reviewed and initialed by all DPC members prior to voting at the meeting or casting an in-absentia ballot. Where an e-portfolio is presented, the faculty member whose portfolio is to be voted upon shall make available the e-portfolio to all members of the faculty in a timely manner for evaluation. The acceptability of all evidence will be judged based on written comments from those who reviewed the portfolio and by the expertise of the members of the DPC.

All members of the DPC will be involved in the discussion of the faculty member being considered. Only members of the DPC holding status equal to or above that being sought by the faculty member being considered shall vote on the DPC recommendation. No proxy or in-absentia ballots may be cast unless approved by the Personnel Committee Chairperson.

## **EMPLOYEE PERFORMANCE**

### **RELATIVE IMPORTANCE OF THE CRITERIA**

The degree of effectiveness of performance of each employee being considered will be evaluated in the areas of ***teaching/performance of primary duties, research/creative activity, and service.***

In accordance with the mission of the university, teaching/performance of primary duties will be considered the most important of the three areas of evaluation for tenured and tenure-track faculty. After teaching/performance of primary duties, research/creative activity and service will be given equal

emphasis. For successful retention or any personnel action recommendation, each criterion must be met.

## **SECTION 1. EVALUATION OF TEACHING/PERFORMANCE OF PRIMARY DUTIES**

Categories of materials and activities appropriate for the evaluation of teaching and performance of primary duties are presented below. In addition, descriptions for the methods to be used for evaluation of the faculty member's performance in the area of teaching and performance of primary duties are provided.

### **Category 1 – Student Evaluations**

Each academic term, employees who teach a course or other instructional activity shall ensure that all of her/his students have the opportunity to evaluate her/his teaching effectiveness. Faculty members will be evaluated each term using the evaluation instrument given online. The items are weighted on a five-point scale.

Satisfactory	2.5 – 2.6
Effective	2.61 - 3.0
Highly Effective	3.01 – 3.5
Significant	3.51 – 4.0
Superior	4.01 – 5.0

The Online Course Administrator will provide a summary of the evaluation results to individual faculty members and the department chairperson. The faculty member must include a brief summary identifying the courses and results of the student evaluation and copies of the summary report(s).

### **Category 2 – Chair Evaluation and Peer Evaluation**

Each faculty member considered for retention or promotion must schedule three classroom observations per evaluation period. HEPER faculty must have one evaluation by the Department Chairperson and two by tenured or tenure-track faculty in the HEPER department with at least three years of university experience.

For online evaluations, the faculty member evaluated must provide the department chair access to his/her online class for review. Online evaluation forms are available in the department. For further information on distance education policy, see Appendix A.

Class observations shall be agreed upon by the faculty member, the Department Chair and the peer-evaluator. The faculty member being considered will present a current syllabus and any handouts for the day to the evaluator(s) on the day of the evaluation for the class she/he teaches. The observers will each complete the DPC accepted peer evaluation form. The completed forms shall be returned to the faculty member for inclusion in the evaluation portfolio and the faculty member's file.

Chairperson and peer evaluations will be rounded to the nearest whole number (the standard for rounding numbers is if it is 0.5 or higher, it is rounded to the nearest whole number). The evaluations for the faculty member being considered must average at or above the appropriate level according to the performance standards below.

Satisfactory	2.5 – 2.75
Effective	2.76 – 3.5
Highly Effective	3.51 – 4.0
Significant	4.01 – 4.5
Superior	4.51 – 5.0

The faculty member being considered must include a brief summary identifying the results of the Department Chair and peer evaluations and the completed DPC accepted evaluation forms in their evaluation portfolio.

### **Category 3 – Teaching Materials**

Examples of materials and activities to be included in the portfolio to support the faculty member's accomplishments in the area of teaching/primary duties are provided below. Formal documentation should be provided as evidence. Faculty members must include corresponding artifacts with a narrative description explaining how the artifact supports the examples used.

1. Revised Faculty Workload Worksheet
2. Copy of Office Hours which adhere to contract requirements
3. Examples of course syllabi
4. Examples of original teaching materials
5. Examples of course assessments (e.g., tests, quizzes, assignments)
6. An example of key assessments that support accreditation standards and reflection on student learning assessed in LiveText.
7. Revised/expanded courses with documentation of old/new syllabi and narrative explaining changes
8. Examples of integrating of technology into the classroom
9. Development of promotional materials
10. Professional consultation or cooperative efforts with schools, community organizations, or public/private agencies.
11. Academic programs aimed at retaining and graduating students (e.g., Academic Warnings)

12. Continuing professional development activities
13. Nomination for a teaching award
14. New course development
15. Online or hybrid course development
  
16. Completion of university-level research courses
17. Attendance at professional conferences
18. Placing knowledge into practice by bringing experts/practitioners to share with students
19. Materials supporting non-teaching activities for which cues were awarded (assessment coordinator)

When applicable, the faculty member should provide a packet of materials representing other duties (e.g., lab maintenance, inventory, supervision schedules, advising schedules). Faculty members receiving non-teaching CUE's must provide an evaluation of their administrative assignments from the Department Chairperson. The Chairperson's evaluation should be based on the job description provided for each administrative assignment.

#### **Category 4 – Curriculum/Program Enhancement or Development**

Examples of materials and activities to be included in the portfolio to support the faculty member's accomplishments in the area of curriculum/program enhancement or development are provide below. Formal documentation should be provided as evidence.

1. Awards or honors in teaching (e.g., faculty excellence award)
2. Curriculum or program evaluation or development for schools, community organizations, or public/private agencies.
3. Department program expansion or re-development
4. Community college articulation agreements
5. Graduate faculty status
6. New program development
7. Updating programs as reflected in curriculum change documents
8. Alignment/realignment of program curriculum with professional standards

9. Development of production and instructional materials for outside entities
10. Experiential teaching evidenced by providing peer teaching and practicum opportunities
11. Student engagement in teaching
12. Supplementary materials (e.g. WSI, Mental Health First Aid Certification, Personal Trainer Certification)

### **Appropriate Decision Levels for Teaching and Performance of Primary Duties**

#### **Retention:**

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

#### **Rank/Promotion**

**Assistant Professor:** Highly Effective

**Associate Professor:** Superior

**Professor:** Superior

**Tenure:** Superior

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

#### **Relative Importance and Weight**

**1<sup>st</sup> Year – 2<sup>nd</sup> Year :** For a faculty member to be rated as “Satisfactory” in the area of teaching/performance of primary duties, she/her must present evidence of a satisfactory rating in Categories 1 and 2 and documents required by Items, 1, 2, and three (3) from Category 3.

**3<sup>rd</sup> Year:** For a faculty member to be rated as “Effective” in the area of teaching/performance of primary duties, she/her must present evidence of an effective rating in Categories 1 and 2 and documents required by Items, 1, 2, 3, 4, and 5 from Category 3 and at least one additional activity from Category 3.

**4<sup>th</sup> Year and Assistant Professor:** For a faculty member to be rated as “Highly Effective” in the area of teaching/performance of primary duties, she/he must present evidence of ratings of highly effective in

Categories 1 and 2 and documents required by Items 1, 2, 3, 4, and 5 from Category 3 and at least two additional activities from Category 3.

**5<sup>th</sup> Year:** For a faculty member to be rated as “Significant” in the area of teaching/performance of primary duties, she/he must present evidence of ratings of a significant rating in Categories 1 and 2 and documents required by Items 1, 2, 3, 4, and 5 from Category 3 and at least three additional activities from Category 3.

**Associate Professor:** For a faculty member to be promoted to Associate Professor, she/he must present evidence of a “Superior” rating in Categories 1 and 2, documents required by Items 1, 2, 3, 4, and 5 from Category 3 and at least four additional activities from Category 3, and one item from Category 4.

**Tenure:** For a faculty member to receive tenure, she/he must present evidence of a “Superior” rating in Categories 1 and 2, documents required by Items 1, 2, 3, 4, and 5 from Category 3 and at least four additional activities from Category 3, and one item from Category 4.

**Professor:** For a faculty member to be promoted to “Professor”, she/he must present evidence of a “Superior” rating in Categories 1 and 2, documents required by Items 1, 2, 3, 4, and 5 from Category 3 and at least five additional activities from Category 3, and one item from Category 4.

**Table 1: Performance Standards for Teaching/Primary Duties for Retention, Tenure, Promotion and PAI**

Year	Performance Standard	Requirement
Year 1	Satisfactory	Satisfactory ratings in Categories 1 and 2 and documents required by Items 1, 2 and 3 from Category 3
Year 2	Satisfactory	Satisfactory ratings in Categories 1 and 2 and documents required by Items 1, 2 and 3 from Category 3
Year 3	Effective	Effective rating in Categories 1 and 2 and documents required by Items 1, 2, 3, 4, and 5 from Category 3 and at least one additional item from Category 3
Year 4	Highly Effective	Highly Effective rating in Categories 1 and 2 and documents required by Items 1, 2, 3, 4, and 5 from Category 3 and at least two additional items from Category 3
Year 5	Significant	Significant ratings in Categories 1 and 2 and documents required by Items 1, 2, 3, 4, and 5 from Category 3 and at least three additional items from Category 3
Promotion to Associate Professor	Superior	Superior rating in Categories 1 and 2 and documents required by Items 1, 2, 3, 4, and 5 from Category 3 and at least four additional items from Category 3, and one item from Category 4.
Tenure	Superior	Superior rating in Categories 1 and 2 and documents required by Items 1, 2, 3, 4, and 5 from Category 3 and at least four additional items from Category 3, and one item from Category 4.



Promotion to Professor	Superior	Superior rating in Categories 1 and 2 and documents required by Items 1, 2, 3, 4, and 5 from Category 3 and at least five additional items from Category 3, and one item from Category 4.
PAI		The faculty member applying for PAI must achieve the highest rating possible in any two of the three categories of teaching, research, and service, and achieve the second to highest possible rating in the third category (to include refereed publications and grants)

**Evaluation of Tenured Faculty – Teaching**

Faculty should meet adequate standards in each of the three (3) areas. Failure to do so in any one of the three areas for two (2) consecutive years shall trigger a one-year appraisal and professional development process as defined by the Professional Development Mentoring Committee.

The categories of materials and activities for use in the yearly evaluation portfolio should include, but are not limited to those listed below

Category 1 – Student evaluation

Category 2 – Chair/Peer evaluations

Category 3 – Teaching and Primary duties Materials

**Adequate:** For a faculty member to be rated as “Adequate”, she/he must receive an “Effective” rating.

**Exemplary:** For a faculty member to be rated “Exemplary” she/he must receive a “Highly Effective” rating.

## SECTION 2. EVALUATION OF RESEARCH/CREATIVE ACTIVITY

Categories of materials and activities appropriate for the evaluation of research/creative activities are presented in increasing order of relative importance. Formal documentation from the sponsoring agency such as professional organizations, school districts, publishers, state agencies, etc., should be submitted as evidence (e.g., transcripts, grade notifications, and letters of receipt, acceptance, completion or approval, evaluation summaries of activities). Note: Papers, publications, proposals or presentation handouts that the faculty created for activities may be included but must be accompanied by documentation from the sponsoring agency. Materials and activities completed as a paid consultant are not considered for evaluation. Faculty members must include corresponding artifacts with a narrative description explaining how the artifact supports the examples used.

### Category 1

1. Evidence of progress towards completion of an advanced degree or program of professional growth including acceptance letter, program plan, current transcripts, and proof of current enrollment.
2. Program assessment which includes collection, analysis, and reporting of data outside CSU activities.
3. Submission of a proposal for presentation at a professional conference or seminar
4. Evidence of submission of an internal grant, contract, or research proposal
5. Evidence of submission of manuscripts for publication in non-refereed journals and publications
6. Nomination for award in research/creative activity

### Category 2

1. Completion of a terminal degree
2. Original productions, presentations, contributive papers, poster presentations at meetings, conferences, seminars, workshops etc. Of local, state, or regional professional organizations as it applies to your specific areas of expertise such as dance.
3. Evidence of submission of a grant, contract, or research proposal to an external source
4. Evidence of submission of manuscripts for publication in refereed journals, edited books, etc.
5. Publication in a non-refereed journal or publication
6. Awards and grants form internal sources
7. Presentation of a review of recent research or “best practice” to a departmental, college or university forum
8. Presentation of research at an in-service or staff development program

9. Evidence of a non-refereed professional publication
10. Award of University Research CUEs
11. Serving on a dissertation committee
12. Awards or honors in research/creative activity
13. Visiting professor at a national level.

### **Category 3**

1. Original productions, presentations, contributive papers, poster presentations at meetings, conferences, seminars, workshops etc. of national or international professional organizations as it applies to your specific areas of expertise such as dance.
2. Invitation as a keynote speaker at a national or international conference
3. Visiting professor, lecturer, or scholar on an international level in the individual's area of expertise
4. International fellowship or internship
5. External awards of grants or contracts
6. Publication of refereed book reviews, or refereed book chapters
7. Publication of refereed journal articles
8. Publication of refereed books, or curriculum including film, video tape or other materials related to content field.
9. Editor or co-editor of refereed journal
10. Professional recognition for accomplishment or contribution of research from an external source
11. Chairing a dissertation committee
12. Student engagement in research activities

### **Appropriate Decision Levels for Research and Creative Activity**

#### **Retention**

1<sup>st</sup> year: Appropriate

2<sup>nd</sup> year: Satisfactory

3<sup>rd</sup> year: Highly Satisfactory

4<sup>th</sup> year: Effective

5<sup>th</sup> year: Highly effective

**Rank/Promotion****Assistant Professor** : Satisfactory**Associate Professor**: Significant**Professor**: Superior**Tenure**: Significant**PAI**: Significant**Relative Importance and Weight**

1<sup>st</sup> Year: For a faculty member to be rated as “Appropriate” in the area of research/creative activity, she/he must present evidence of one activity from any of the three categories.

2<sup>nd</sup> Year: For a faculty member to be rated as “Satisfactory” in the area of research/creative activity, she/he must present evidence of two activities from any of the three categories.

3<sup>rd</sup> Year: For a faculty member to be rated as “Highly Satisfactory” in the area of research/creative activity, she/he must present evidence of three activities from any of the three categories.

4<sup>th</sup> Year: For a faculty member to be rated as “Effective” in the area of research/creative activity, she/he must present evidence of at least two activities in Categories 2 or 3.

5<sup>th</sup> Year: For a faculty member to be rated as “Highly Effective” in the area of research/creative activity, she/he must present evidence of at least three activities in Categories 2 or 3.

**Associate Professor**: For a faculty member to be rated “Significant” in the area of research/creative activity, she/he must present evidence of at least four activities from Categories 2 and 3, one of which must be from Category 3. Promotion to associate professor must include evidence of at least two publications, of which one manuscript must be a refereed journal, book, book review, book chapter or curriculum including film, video tape or other materials related to specific field content such as dance.

**Tenure**: For a faculty member to be rated “Significant” in the area of research/creative activity, she/he must present evidence of at least four activities from Categories 2 and 3, one of which must be from Category 3. Tenure must include evidence of at least two publications, of which one manuscript must be a refereed journal, book, book review, book chapter or curriculum including film, video tape or other materials related to specific field content such as dance or an external award of a grant or contract.

**Professor**: Promotion to professor requires a “superior” level which must include, relative to tenure, two additional publications of which one must be refereed journal article, book, book review, book chapter, or curriculum including film video tape or other materials related to specific field content such as dance, or external award of a grant or contract.

**Table 2: Performance Standards for Research/Creative Activity for Retention, Tenure, Promotion and PAI**

Year	Performance Standard	Requirement
Year 1	Appropriate	Evidence of one activity from any of the three categories
Year 2	Satisfactory	Evidence of two activities from any of the three categories
Year 3	Highly Satisfactory	Evidence of three activities from any of the three categories
Year 4	Effective	Evidence from at least two activities in Categories 2 or 3
Year 5	Highly Effective	Evidence of at least three activities in Categories 2 or 3
Promotion to Associate Professor	Significant	Evidence of at least four activities from Categories 2 and 3, one of which must be from Category 3. Promotion to associate professor must include evidence of at least two publications, of which one manuscript must be a refereed journal, book, book review, book chapter, or curriculum including film, video tape or other materials related to specific field content such as dance, or an external award of a grant or contract.
Tenure	Significant	Evidence of at least four activities from Categories 2 and 3, one of which must be from Category 3. Tenure must include evidence of at least two publications, of which one manuscript must be a refereed journal, book, book review, book chapter, or curriculum including film, video tape or other materials related to specific field content such as dance, or an external award of a grant or contract.
Promotion to Professor	Superior	Evidence of at least five activities from Categories 2 and 3, one of which must be from Category 3. Relative to tenure, two additional publications of which one must be a refereed journal, book, book review, book chapter, or curriculum including film, video tape or other materials related to specific field content such as dance, or an external award of a grant or contract.
PAI		The faculty member applying for PAI must achieve the highest rating possible in any two of the three categories of teaching research, and service, and achieve the second to highest possible rating in the third category (to include refereed publications and grants).

**Evaluation of Tenured Faculty – Research*****Adequate***

For a faculty member to be rated “adequate” in the area of research/creative activity, she/he must receive a rating of “highly satisfactory” with evidence of three activities from any of the three categories.

**Exemplary**

For a faculty member to be rated “satisfactory” in the area of research/creative activity, she/he must receive an “effective” rating with evidence of at least two items in Category 2 or 3.

**SECTION 3. EVALUATION OF SERVICE**

Service includes service to the University, to the community in general, and to the profession. Categories of materials and activities appropriate for the evaluation of service are presented in levels of increasing order of relative importance. Formal documentation 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, completion or approval, evaluation summaries of activities, committee minutes).

**Category 1**

1. Inform the public of available departmental and/or university services
2. Membership on a non-departmental advisory board (e.g., Head Start)
3. Membership on department committees
4. Membership in professional organizations
5. Nomination for a service award

**Category 2**

1. Membership/documented attendance on college, university, or system-wide committee
2. Active participation on search committees
3. Active participation in College faculty meetings
4. Serve as department recording secretary
5. Serve as officer/chair of departmental committees
6. Service through union activities
7. Sponsor student organization
8. Write letters of recommendation for students
9. Serve as peer evaluator for faculty member in other departments
10. Volunteer work to support goals of the University or its surrounding community
11. Visits to, or participation in career days at high schools or community colleges for recruitment

12. Actively solicit funds to benefit the department, college, university or community partners
13. Conduct, coordinate, and prepare department program reviews.
14. Documented attendance on local, state, regional, national, or international professional organization
15. Serve on a committee in a professional organization at local, state, regional level
16. Plan/facilitate program meetings/committee work at the local, regional, or state level
17. Reviewer, referee, juror, or editor for professional publications in area of expertise
18. Complete a book review such as textbook, case study.
19. Award for service at the local or state level

### **Category 3**

1. Active participation on College, University, or system-wide committee
2. Serve as an officer on College, University, or system-wide committee
3. Mentor graduates who are first year teachers/professionals
4. Volunteer work which draws upon one's academic skills
5. Volunteer work to support goals of the University or surrounding community involving P-20 students
6. Provide professional services to students beyond the requirements of one's teaching assignments
7. Assist in ongoing University special programs beyond that of assigned workload for which there is no monetary compensation
8. Plan and develop creative professional activities which significantly add to the field, such as conferences, seminars, workshops etc.
9. Participate in committees or activities designed to increase cooperation with other institutions
10. Serve on local school council, school board, library board, community board (e.g., Municipal Parks & Recreation), or any other professionally related board.
11. Participate in community advocacy work related to leisure/recreation/parks
12. Participate in school, library, or other professional reform activities
13. Professional speaking engagement on campus or in the community
14. Conduct, coordinate, and prepare program reviews at the state, national, or international level
15. Prepare accreditation reports
16. Serve on an accreditation team at the state or national level

17. Serve as an officer in a professional organization
18. Plan/facilitate program meetings/committee work at the national or international level
19. Collaborate with community organizations/partnerships including governmental agencies at the local, state, national, or international level
20. Evidence of significant leadership over time
21. Student engagement in service
22. Award for service at the national or international level

### **Appropriate Decision Levels for Service**

#### **Retention**

1<sup>st</sup> year: Appropriate

2<sup>nd</sup> year: Satisfactory

3<sup>rd</sup> year: Highly Satisfactory

4<sup>th</sup> year: Effective

5<sup>th</sup> year: Highly effective

#### **Rank/Promotion**

**Assistant Professor:** Satisfactory

**Associate Professor:** Significant

**Professor:** Superior

**Tenure:** Significant

**PAI:** Significant

#### **Relative Importance and Weight**

1<sup>st</sup> Year: For a faculty member to be rated as “Appropriate” in the area of service, she/he must present evidence of two activities from any category.

2<sup>nd</sup> Year: For a faculty member to be rated as “Satisfactory” in the area of service, she/he must present evidence of three activities from any category.



3<sup>rd</sup> Year: For a faculty member to be rated as “Highly Satisfactory” in the area of service, she/he must present evidence of one activity from each category.

4<sup>th</sup> Year: For a faculty member to be rated as “Effective” in the area of service, she/he must present evidence of at least three activities from Categories 1 and 2 with at least one being from Category 2.

5<sup>th</sup> Year: For a faculty member to be rated as “Highly Effective” in the area of service, she/he must present evidence of at least three activities from Categories 1 and 2 with at least two being from Category 2.

**Associate Professor:** Promotion to associate professor requires a rating of “significant”. For a faculty member to be rated as “Significant” she/he must present evidence of at least three activities from Category 2. Promotion to associate professor must include membership on a professional organization and service as a member on a university committee.

**Tenure:** For a faculty member to receive tenure, she/he must provide evidence of a “Significant” rating. In order to receive a “significant” rating, the faculty member must present evidence of at least three activities from Category 2. Tenure must include membership on a professional organization and service as a member on a university committee.

**Professor:** For a faculty member to be rated as “Superior” in the area of service, she/he must present evidence of at least four activities from Category 2.

**Table 3: Performance Standards for Service for Retention, Tenure, Promotion, and PAI**

Year	Performance Standard	Requirement
Year 1	Appropriate	Evidence of two activities from any category
Year 2	Satisfactory	Evidence of three activities from any category
Year 3	Highly Satisfactory	Evidence of one activity from each category
Year 4	Effective	Evidence of at least three activities from Categories 1 and 2 with at least one being from Category 2
Year 5	Highly Effective	Evidence of at least three activities from Categories 1 and 2 with at least two being from Category 2
Promotion to Associate Professor	Significant	Evidence of at least three activities from Category 2. Promotion to associate professor must include membership on a professional organization and service as a member on a university committee.
Tenure	Significant	Evidence of at least three activities from Category 2. Tenure must include membership on a professional organization and service as a member on a university committee.
Promotion to Professor	Superior	Evidence of at least four activities from Category 2. Promotion to professor must include membership on a professional organization and service as a member on a university committee.
PAI		The faculty member applying for PAI must achieve the highest rating possible in any two of the three categories of teaching,

		research, and service, and achieve the second to highest possible rating in the third category (to include refereed publications and grants).
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**Evaluation of Tenured Faculty – Service*****Adequate***

For a faculty member to be rated “adequate”, she/he must receive a “highly satisfactory” rating

***Exemplary***

For a faculty member to be rated “exemplary” she/he must receive an “Effective” rating.

## Unit A Clinical Faculty

Clinical faculty positions in the College of Education are for faculty members who have a strong commitment to, credentials for, and background preparation for teaching. These faculty members qualify for and are hired to supervise interns and students teaching in P-12 schools.

Appointments of clinical faculty members may be renewed, but this renewal does not produce tenure no matter how often it is repeated. The criteria in the table below apply evaluation areas, to levels of performance, retention, and promotion of clinical faculty (Contract, Page 50).

<b>YEAR</b>	<b>Teaching/Performance of Primary Duties</b>	<b>Research/Creative Activities</b>	<b>Service</b>
Year 1	Satisfactory	Appropriate	Appropriate
Year 2	Satisfactory	Satisfactory	Satisfactory
Year 3	Effective	Highly Satisfactory	Highly Satisfactory
Year 4	Highly Effective	Effective	Effective
Year 5	Significant	Highly Effective	Highly Effective
Annual reappointment in Clinical faculty Year 6 and beyond	Effective	Effective	Effective
Eligibility for 3 Year Renewable Clinical Faculty Appointments	Superior	Significant	Highly Effective
To maintain 3-year renewable clinical appointment  If faculty member fails to achieve highly effective, the multiyear appointment will be void and reappointment returns to annual; Faculty member must achieve a minimum level of <b>Satisfactory</b> to continue to be employed as a clinical professional	Highly Effective	Highly Effective	Highly Effective
Promotion to Clinical Associate Professor	Superior	Significant	Significant
Promotion to Clinical Professor	Superior	Superior	Superior
Exceptionality criteria described on Page 19 of this document	Superior	Superior	Superior

“To be eligible for promotion an employee must possess a bachelor’s degree; completed 60 semester hours or equivalent of graduate study toward an advanced degree, or possess a master’s degree from an accredited institution, and have at least 30 semester hours or equivalent of graduate study toward the advanced degree or have fulfilled the educational requirements for tenure described in Appendix E” (Contract, p. 65). Clinical faculty hired on grants will be employed based on the life of the grant. If the employee fails to submit a retention portfolio, the employment will not continue.

## Unit A Research Faculty

Research faculty appointments are available in the College for individuals employed on research projects funded by external grants and contracts that contribute to the research mission of the University. The titles shown in the table below are used for experienced independent researchers who have qualification comparable to those with tenure. The faculty member may be hired at the rank providing they meet the University criteria for the proposed rank or they hold the same rank at another university. The ranks and criteria in the table below apply to levels of performance, retention, promotion of research faculty (Contract, p. 52).

<b>Year</b>	<b>Teaching/Performance of Primary Duties (Performance Dependent on DAC provisions)</b>	<b>Research /Creative Activities (Required Evaluation)</b>	<b>Service (Evaluative Performance Dependent on DAC Provisions)</b>
Year 2 and Year 3 – Continued Appointment NOTE: This is the same level as promotion to Assistant Professor	Highly Effective as Defined by DAC	Highly Effective	Highly Effective as Defined by DAC
After 3 years – Must Demonstrate	Significant as Defined by DAC	Significant	Significant as Defined by DAC
Promotion to Research Assistant Professor	Highly Effective	Highly Effective	Highly Effective
Promotion to Research Associate Professor	Significant	Significant	Significant
Promotion to Research Professor	Superior	Superior	Significant
Exceptional for Promotion (must be described in DAC, from Contract p. 49)	Superior	Superior	Superior

Unit A research faculty members are eligible for promotion, but not tenure. “To be eligible for consideration for promotion to the rank of Assistant Professor, Clinical Assistant Professor, or Research Assistant Professor, an employee must possess a bachelor’s – completed 60 semester hours or equivalent of graduate study toward an advanced degree, or possess a master’s degree from an accredited institution and have at least 30 semester hours or equivalent of graduate study toward the advanced degree or have fulfilled the educational requirements for tenure described in Appendix E (of the contract).”

“To be eligible for consideration for promotion to the rank of Associate Professor or Research Associate Professor, an employee must possess a terminal degree or professional degree from an accredited graduate or professional school according to definitions given in the contract” (Contract, Page 65).

“Research faculty hired on grants will be employed based on the life of the grant. If the employee fails to submit a retention portfolio, the employment will not continue beyond that academic year.” (Contract, page 65).

The evaluation must include the following for research faculty not considered for promotion:

- Department Chair Evaluation.
- Student course evaluations (if applicable).
- Materials to substantiate research performance.
- Materials to demonstrate engagement in other assigned duties.
- Materials in the employee’s personnel file.
- Review by Dean – Dean forwards recommendation to Provost.

## UNIT B FACULTY

**Unit B faculty shall consist of two classifications. (1) lecturers (designated as teaching professionals or temporary resource professionals), and part-time (over 50%).**

### Full-time Lecturers

Lecturers are teaching professionals or resource professionals who have been appointed on a temporary basis. No lecturer will be evaluated until she/he has completed one full academic term of service at the University. The 2018-2022 Contract Article 33.1.b(1) stipulates that “Each academic term, each lecturer who teaches a course or other instructional activities shall ensure that at least one half of the her/his students have the opportunity to evaluate her/his teaching effectiveness in accordance with methods and procedures specified in the approved Department Application Criteria. All official student evaluations remain the property of the University.” Evaluation of lecturers shall consist of a review by the HEPER Department Chairperson and the College of Education Dean. Yearly full-time temporary faculty must submit a personnel portfolio supporting a rating of “satisfactory” in teaching effectiveness.

### Multi-Year Contract

Article 30.2.b. states that “Lecturers who have attained 10 or more years of instructional service with the university are eligible for renewable five-year contracts if they have earned “Highly Effective” performance evaluations for two of the preceding five years. Once the five year appointment status has been achieved, Lecturers must receive “highly effective” performance evaluations for their teaching/primary duties in at least two of the next five years to continue the five year multi-year appointment. If lecturers fail to attain a multi-year contract because of not achieving sufficient numbers of “highly effective” , they will be eligible again after earning two “highly effective” performance evaluations within five years. Lecturers on multi-year appointments must continue to earn a minimum level of “satisfactory” performance on annual evaluations to continue in the current multi-year contract.”

### Part-Time Lecturers

Appendix I stipulates that “Part-time temporary faculty who teach at least 50% but less than 100% (i.e., 6-11 cues per semester) in: (1) two consecutive semesters (e.g., 2-2); or (2) two out of three consecutive semesters and teach at least 25% (3 cues) in the third consecutive semester (e.g., 2-1-2) will be included in Unit B from the first day of the second semester In which the part-time faculty is employed to teach 50% or more.”

## EVALUATION CRITERIA

Categories of Materials and Activities for Evaluation Include, But Are Not Limited to Those Listed Below:

### Category 1 – Student Evaluations

Each academic term, employees who teach a course or other instructional activity shall ensure that all of her/his students have the opportunity to evaluate her/his teaching effectiveness. Faculty members will be evaluated each term using the evaluation instrument given online. The items are weighted on a five point scale:

Satisfactory                    2.5 – 3.0

Highly Effective            3.01 – 5.0

The Online Course Evaluation Administrator will provide a summary of the evaluation materials to individual faculty members and the department chairperson. The faculty member must include a brief summary identifying the courses and results of the student evaluations and copies of the summary report(s).

### **Category 2 – Chair or Peer Evaluation**

Observation by Department Chairperson or full-time tenured or tenure-track faculty member with at least three years of university experience.

Satisfactory                    2.5 – 3.5

Highly Effective            3.51 – 5.0

### **Category 3 – Teaching and Primary Duty Materials**

Examples of materials and activities to be included in the portfolio to support the instructor's accomplishments in the area of teaching/primary duties as provided in the DAC. (Refer to Evaluation of Teaching/Performance of Primary Duties).

### **Category 4 – Other Primary Duties**

When applicable, the faculty member should provide a packet of other materials related to primary duties.

1. Attendance at department, college, and university meetings,
2. Attendance at major's meetings and/or advisory board meetings;
3. Field experience coordination;
4. Coordinating and evaluating pre-student teacher oral interviews;
5. Lab &/or equipment room maintenance;
6. Student professional portfolio review;
7. Student counseling activities such as new/transfer student orientations and student workshops;
8. Supervisor evaluation of advising duties;
9. Oral language proficiency as reflected in student, peer and chair evaluations, direction of individual student activities;
10. Non-teaching activities for which CUEs were awarded;
11. Direction and supervision of the Senior and Master's Thesis;
12. Recruitment activities
13. Attendance at professional conferences
14. Membership in professional organizations
15. Other documents which represents the faculty member's work).

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

Faculty members receiving three or more CUEs per semester for other primary duties, other than program director, must provide an evaluation of their administrative assignments from the Department Chairperson. The Chairperson's evaluation should be based on the job description provided for each administrative assignment.

### Relative Importance and Weight

For an individual to be rated as "Satisfactory" in teaching effectiveness, she/he must have a satisfactory rating in Categories 1, 2 and 3. Refer to "Evaluation of Teaching/Performance of Primary Duties."

For an individual to be rated as "Highly Effective", she/he must receive ratings of "highly effective" in at least two of the first three categories and satisfactory in the third and fourth categories. Refer to "Evaluation of Teaching/Performance of Primary Duties" methods used to evaluate teaching/performance of primary duties.

**Table 6: Performance Requirements for Full Time Lecturers and Unit B Clinical Instructors**

Years of Service	Teaching/Primary Duties
1	Satisfactory
2	Satisfactory
3 and beyond	Highly Effective

### Unit B Part-Time Lecturers and Clinical Instructors

Part-time (greater than 50%) clinical faculty's primary responsibility is in the preparation of professionals, in the provision of clinical services and in clinically related teaching, research, and service. Lecturers are teaching professional or resource professionals who have been appointed on a temporary basis. They can have teaching, clinical supervision and research responsibilities on campus or at field locations. Performance requirements for part-time clinical faculty and instructors are shown in Table 7 below.

**Table 7: Performance Requirements for Part-Time Lecturers and Part-Time Clinical Instructors**



Years of Service	Teaching/Primary Duties
1	Satisfactory
2	Satisfactory
3 and Beyond	Highly Effective

## EVALUATION CRITERIA FOR TENURE AND PROMOTION BY EXCEPTION – UNIT A FACULTY

### PROMOTION ON THE BASIS OF EXCEPTION

Exception shall be defined as “meeting and exceeding the **promotion** criteria set forth in the HEPER DAC for two or the three areas of teaching, research, and service.”

To be considered for promotion on the basis of exceptional performance, the candidate must meet **criteria for promotion and either:**

1. **Have obtained a terminal or professional degree from an accredited graduate or professional school as defined in Article 21.1 of the 2018-2022 Contract**

**or**

2. **Must have exceptional performance in teaching/performance of primary duties, research/creative activity or service.**

To be considered for Promotion on the basis of exceptionality, the faculty member must have ranked “Superior” in the three areas of teaching/primary duties, research/creative activities, or service. To be ranked superior, he/she must include at least one activity from each of the following areas of teaching, research/creative activity, or service as shown in Appendix A below:

### TENURE ON THE BASIS OF EXCEPTION

To be considered for tenure on the basis of exception the faculty member must hold at least the rank of Assistant Professor and meet the educational requirements for tenure as specified in Article 22.6a of the 2018-2022 Contract or meet years of service as specified in Article 22.6.b. The faculty may apply for exceptionality when in her/his 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> or 6<sup>th</sup> year of full time service with the university. To be considered for exception the faculty member must have exceptional performance in at least two of the following areas: teaching/performance of primary duties, research/creative activity, or service.

To be considered for tenure on the basis of exceptionality, the faculty member must have ranked “Superior” in two of the three areas of teaching/primary duties, research/creative activities, or service. To be ranked superior, he/she must include one activity from each of the following areas:

## **APPENDIX A**

### **Teaching:**

1. Faculty Excellence Award in the area of teaching from Chicago State University or other professional bodies
2. Development of three or more new courses
3. Development of a new program of study
4. Students evaluations consistently rating the faculty member as “superior” over the entire evaluation period.

### **Research**

1. Faculty Excellence Award in the area of research from Chicago State University or other professional bodies
2. Award of a federal grant
3. Award of two or more externally funded grants or contracts
4. Invitation to serve as keynote speaker at a national or international conference
5. National/International fellowship
6. Published scholarly book
7. Two or more publications in a refereed research journal
8. Service as editor or co-editor of a refereed journal

### **Service**

1. Faculty Excellence Award in the area of service from Chicago State University or other professional bodies
2. Service as officer of professional organization at the national or international level
3. Chair of planning committee for a state or national conference
4. Participation in reviewer development of a state or federal policy/program related to one specialization
5. Service on board, executive board or institution of higher learning governing board

## APPENDIX B

### HEPER PORTFOLIO REMINDERS

- If applying for promotion, faculty will write a letter of intent to the University Contract Administrator and the Department Chairperson stating your wish to be considered for promotion following the Summary of Data for Personnel Actions timeline.
- Multi-year portfolios (e.g., tenure) should preferably be in one volume and should be organized with all teaching materials in one section, all research materials in one section, and all service materials in one section
- Whenever possible, highlight your name on documentation materials so reviewers can easily identify your proof of appropriate activities in teaching, research, and service.
- Wait until after you have made all corrections/additions/deletions before including page numbers in your portfolio. Make sure your page numbers in the table of contents match the appropriate section pages in the portfolio.

#### Include

- Your cover letter to the current University Contract Administrator
- Table of Contents (to include items in Appendix, if applicable)
- Yearlong assignment sheets

#### Do not include

- Your Ethics training certificate
- Social security numbers of yourself or any student (black them out)

February 10, 2021

#### DAC REVIEW COMMITTEE

1. Dr. June Shingles	<u><i>June Price Shingles</i></u>
2. Dr. Sarah Buck	<u><i>Sarah Buck</i></u>
3. Dr. Robert Szyman	<u><i>Robert J Szyman</i></u>
4. Mr. Michael McNicholas	<u><i>Michael J. McNicholas</i></u>
5. Ms. Katie Little	<u><i>Katie Little</i></u>
5. Dr. Justy Reed	<u><i>Justin E. Reed</i></u>

**APPENDIX C: HEPER DISTANCE EDUCATION POLICY****Preamble**

The College of Education Department of Health Education, Physical Education, and Recreation Distance Education (DE) Policy is presented in this document. The department's goals are to provide quality distance education instruction for students enrolled in web-based/hybrid courses, to ensure that students taking web-based courses get similar instructional experiences as they would in face-to-face courses, and to ensure that faculty assigned to teach web-based/hybrid courses possess the technological skills and experience to teach those courses.

Included in this policy statement below are the Department:

- approved courses to be offered as hybrid/web-based courses,
- maximum number of distance education courses (offered by Chicago State University and/or transferred to Chicago State University) that a student may apply towards a degree,
- number of distance education courses a faculty member may teach per term,
- criteria for department approval process of new web-based/hybrid courses and curriculum,
- method for evaluating web-based courses and curriculum,
- process for selecting faculty to teach web-based courses, the considerations of online instruction for the retention, promotion, and tenure award processes,
- process for developing, monitoring, and reviewing web-based course offerings and process for enhancing and improving web-based course offerings,
- process for assisting faculty members teaching Internet courses to be adequately prepared to teach and prepare required materials,
- methodology to evaluate the effectiveness of the distance learning offerings,
- procedure that ensures adequate advisement for students registering for web-based courses, and the process for making recommendations for change and improvement to web-based courses and the supporting infrastructure.

**I. Approved Department of HEPER Courses to be offered online**

<b>Course Number</b>	<b>Title</b>	<b>Semester Hours</b>	<b>Semester taught</b>	<b>Online/Hybrid</b>
<b>PHYSICAL EDUCATION (MSED)</b>				
PE 5000	Research Methods in Physical Education & Sport	3	F	Web
PE 5030	Motor Learning	3	SP	Web
PE 5032	Applied Assessment in Physical Education	3	F	Web
PE 5034	Psychology of Exercise	3	F	Web
PE 5050	Sociology of Sport	3	F	Web
PE 5090	Psychology of Sport	3	SP	Web

PE 5110	Organization & Administration of Physical Education	3	F	Web
PE 5150	Current Issues in Physical Education and Athletics	3	F/SP/SU	Web
PE 5160	Physical Education Curriculum	3	SP	Web
PE 5230	Research Statistics & Reporting in PE & Sports	3	F	Web
PE 5255	Theories and Principles of Coaching	3	SU	Web
PE 5270	Epidemiology of Physical Activity	3	SU	Web
PE 5406	Analysis of Teaching In Physical Education	3	F	Web
PE 5900	Capstone Project	3	F/SP/SU	Web
PE 5950	Continuing Professional Development	1	F	Web
<b>PHYSICAL EDUCATION (B.Sc. in Education)</b>				
PE 2010	History and Philosophy of PE	3	FA	Web
PE 4250	Theory/Principles of Coaching	3	SU	Web
PE 2363	Motor Learning and Motor Development	4	FA	Web
<b>UNDERGRADUATE HEALTH ENDORSEMENT OR SAFETY &amp; DRIVER EDUCATION ENDORSEMENT</b>				
HS 2250	Introduction to Health Issues	1	SU	Web
HS 4010	Introduction to Mood Modifying Substances	3	SU	Web
HS 4020	HIV/AIDS STD issues	3	SP	Web
HS 4030	Contemporary Methods and Materials in Health Education	3	SU	Web
HS 4040	Principles of Public Health	3	SU	Web
HS 4050	Contemporary Issues in Health Education	3	SU	Web
HS 4060	Current International Health Issues	3	SP	Web
HS 4070	Current Health Problems of School Children	3	SU	Web
HS 4080	Methods of Teaching Sex Education	3	SU	Web
HS 4400	Nutrition and Health for children K-12	3	SU	Web
HS 4420	Drugs: Promoting responsible and healthy behavior	3	SU	Web
HS 4440	Personal Health and Wellness for Children K-12	3	SU	Web
HS 4600	Consumer Health Education	3	SU	Web
HS 4610	Teaching Methods: Alcohol, Tobacco, & Drug Education	3	SU	Web
HS 4620	Curriculum in Health Education	3	F	Web
HS 4630	Community Health	3	SU	Web
HS 4800	Safety education and prevention of injuries	3	F	Web
HS 4810	Driver Task Analysis	3	SU	Web
HS 4820	Teaching Methods in the Driver Education Classroom	3	SU	Web
HS 4830	Laboratory Instrumentals & Emergency Evasive & Driving Skills	3	SU	Web
HS 4990	Independent Study	3	SU	Web

<b>GRADUATE HEALTH ENDORSEMENT OR SAFETY &amp; DRIVER EDUCATION ENDORSEMENT</b>				
HS 5010	Introduction to Mood Modifying Substances	3	SU	Web
HS 5020	HIV/AIDS STD issues	3	SP	Web
HS 5030	Contemporary Methods and Materials in Health Education	3	SU	Web
HS 5040	Principles of Public Health	3	SU	Web
HS 5050	Contemporary Issues in Health Education	3	SU	Web
HS 5060	Current International Health Issues	3	SP	Web
HS 5070	Current Health Problems of School Children	3	SU	Web
HS 5080	Methods of Teaching Sex Education	3	SU	Web
HS 5400	Nutrition and Health for children K-12	3	SU	Web
HS 5420	Drugs Responsibility behavior	3	SU	Web
HS 5440	Personal Health and Wellness for Children K-12	3	SU	Web
HS 5600	Consumer Health Education	3	SU	Web
HS 5610	Teaching Methods: Alcohol, Tobacco, & Drug Education	3	SU	Web
HS 5620	Curriculum in Health Education	3	F	Web
HS 5630	Community Health	3	SU	Web
HS 5800	Safety education and prevention of injuries	3	F	Web
HS 5810	Driver Task Analysis	3	SU	Web
HS 5820	Teaching Methods in the Driver Education Classroom	3	SU	Web
HS 5830	Laboratory Instrumentals & Emergency Evasive & Driving Skills	3	SU	Web
HS 5990	Independent Study	3	F/SP/SU	Web
<b>RECREATION (B.Sc. in Recreation)</b>				
REC 1000	Introduction to leisure services	3	F	Hybrid
REC 2050	Exploring leisure alternatives	3	SP	Web
REC 2580	Leisure programming for adults in later life	3	F/SP	Web
REC 3270	Leisure and youth at risk	3	F/SP	Web
REC 3310	Principles and clinical practice in Therapeutic Recreation	3	F/SP	Web
REC 3410	Therapeutic Recreation and Inclusion	3	F/SP	Hybrid
REC 4070	Children/Youth in Sport and Recreation	3	SU	Web
REC 4100	Commercial recreation	3	SP	Web
REC 4250	Leisure in Multicultural Societies	3	F/SP	Web
REC 4280	Education for Leisure	3	F/SP	Web
REC 4320	Program Design & Evaluation of Therapeutic Rec.	3	F/SP	Hybrid
REC 4430	Administration of Therapeutic Recreation Services	3	F/SP	Web
REC 4400	Community Recreation	3	F/SP	Web
<b>GRADUATE LEVEL COURSES</b>				

REC 5070	Children/Youth in Sport and Recreation	3	SU	Web
REC 5100	Commercial Recreation	3	F/SP	Web
REC 5280	Education for Leisure	3	F/SP	Web
REC 5310	Principles and Clinical Practice in Therapeutic Recreation	3	F/SP	Hybrid
REC 5320	Program Design & Evaluation of Therapeutic Recreation	3	F/SP	Hybrid
REC 5430	Administration of Therapeutic Recreation Services	3	F/SP	Hybrid

**II. Degree Requirements**

# of DE courses that can be transferred into program/max. # of credits that can be transferred	Minimum grade for transfer courses	# of distance education courses that must be taken at CSU	# of DE courses that apply to degree	Minimum GPA in all coursework either as transfer or completed at CSU.
2 or 6 credit hours	B	Unlimited	As required by programs	3.0 (graduate) 2.5 (undergraduate)

**III. Distance Education Policy**

Procedures	Plan of Action
Criteria for departmental approval process of courses and curriculum	<ul style="list-style-type: none"> <li>■ A meeting of the Academic Concerns Committee is requested by the Chair or the faculty member</li> <li>■ Each course shall be presented before the committee by the faculty</li> <li>■ Approval of the course to go online shall be voted upon</li> <li>■ Upon approval, the proposal is sent to the College of Education Curriculum Committee.</li> </ul>
Method for evaluation of internet courses and curriculum-Faculty peer/Chair evaluations	<ul style="list-style-type: none"> <li>■ Each semester, the faculty member to be evaluated shall make a request to a faculty of similar rank for a classroom teaching evaluation</li> </ul>

	<ul style="list-style-type: none"> <li>■ An evaluation tool designed by the DPC shall be used for all observations and evaluations</li> </ul>
Method for evaluation of internet courses and curriculum-Student evaluations	<ul style="list-style-type: none"> <li>■ Each semester and for each course, students shall be given opportunity to evaluate the online course</li> <li>■ The evaluation tool designed by the Department shall be used for all observations</li> </ul>
Process for selection of faculty to teach courses	<ul style="list-style-type: none"> <li>■ Faculty shall possess a terminal degree or its equivalent</li> <li>■ Shall be based on departmental need</li> <li>■ Shall have completed the Illinois Online Network (ION) Training Course or the OCT course.</li> </ul>
Number of Courses a faculty member can teach per semester	<ul style="list-style-type: none"> <li>■ Unlimited. Based on course offerings and departmental need.</li> </ul>
Process for developing, monitoring, and reviewing Internet course offerings and process for enhancing and improving Internet course offerings,	<ul style="list-style-type: none"> <li>■ Request by the faculty to change a course to be offered as online</li> <li>■ Completion of the curriculum change forms 1 and 2.</li> <li>■ Request a meeting of the Academic concerns committee</li> <li>■ Upon approval, develop a syllabus and provide a copy of syllabus to department chair.</li> <li>■ Once a semester, according to DPC criteria, faculty request both chair and peers to review the course online</li> <li>■ Chair and peers will review online course and submit a copy of the evaluation to the faculty member.</li> </ul>
Process for assisting faculty members teaching Internet courses to be adequately prepared to teach and prepare required materials,	<ul style="list-style-type: none"> <li>■ Take the OCT course offered by the CTRE</li> <li>■ Attend professional development courses throughout the semester</li> <li>■ Document attendance at professional development workshops in the annual DAC portfolio</li> <li>■ Attend technology sessions at state and national conferences</li> </ul>
Procedure that ensures adequate advisement for students registering for Internet courses, and the process for making recommendations for change and improvement to Internet courses and the supporting infrastructure.	<ul style="list-style-type: none"> <li>■ The department professional advisor shall advise students on required and professional courses to be taken to fulfill requirements for graduation.</li> </ul>



**Glossary of Terms**

**Center for Teaching and Research Excellence (CTRE)** –The unit within Chicago State University’s Library Instruction Services that is comprised of faculty development, online learning, and academic advising.

**HEPER** – Acronym for Department of Health Education, Physical Education, and Recreation.

**REC** –Acronym for Recreation Program

**PE** – Acronym for Physical Education

**HS** – Acronym for Health and Safety

**Distance Education Policy** – Document that communicates the plan of action and procedures adopted by the Chicago State University Department of Secondary Education, Professional Studies and Recreation with regard to distance education (i.e., hybrid and Internet) course offerings and that provides a faculty guide for developing and implementing distance education courses

**Hybrid Course** –Term taken to mean any course facilitated with the use of the University’s course management system (CMS) where students and instructors are required to actively engage in completing various components of the course and consists of regularly scheduled on-campus class sessions.

**Online Certification Training (OCT)** –The eight-week online certification course designed by the Center for Teaching and Research Excellence (CTRE) to train faculty members interested in online course design, management and implementation

**Web-based Course** –Any course facilitated entirely with the use of the technology provided through the University’s course management system (CMS) where students and instructors are required to actively

engage entirely in various components of the course via asynchronous instructional methods and where students and instructors are not required to be at a specific location on campus or off-campus.