

Wayne Watson, Ph.D.
President



Telephone: 773 / 995 2400
Fax: 773 / 995-3849
E-mail: wwatson@csu.edu

9501 S. King Drive / ADM 313
Chicago, Illinois 60628-1598

October 2, 2012

Dr. Veni Potluri
Chairperson, Department of Biological Sciences, and Departmental Employees

RE: OFFICIAL TRANSMITTAL OF PRESIDENTIAL APPROVAL OF YOUR
DEPARTMENT APPLICATION OF CRITERIA

Dear Dr. Potluri and Departmental Employees:

I have reviewed your revised Department Application of Criteria (DAC) which was recently submitted to the Office of the Provost. Based on my review, I hereby approve the DAC for the Department of Biological Sciences. A copy of the approved DAC is included in this communication. Please share the approved DAC with the appropriate departmental employees.

Thank you for your efforts in preparing the DAC for your department as one which reflects accountability and academic excellence.

Sincerely,

A handwritten signature in black ink, appearing to read "Wayne Watson", is written over a large, horizontal, looping flourish.

Wayne Watson
President

Attachment: Approved DAC

Sept 13, 2012

DEPARTMENTAL APPLICATION OF CRITERIA

Department: Biological Sciences
September 17, 2012

OCT 2 2012

All probationary faculty, faculty applying for tenure, promotion, professional advancement increase, and Lecturers will be evaluated by the Department Personnel Committee (DPC). Tenured faculty will be evaluated annually by their chair and dean, using the standards specified herein. All Lecturers will be evaluated annually. The DPC evaluation of Lecturers will constitute an informal written recommendation to the Chair, which will not be included in their personnel file.

I. Criteria for Unit A (Tenured and Tenure-Track) Faculty:

Relative importance of Teaching/Performance of Primary Duties, Research/Creative Activity, and Service: All tenured and tenure-track candidates being evaluated must meet the criteria at the level specified for each of the three areas of evaluation. Teaching/performance of primary duties (PPD) will be considered the most important of the three areas of evaluation, i.e., having higher standards as stipulated in the *Contract*. Research/creative activity and service will be given equal consideration.

A. Teaching/Performance of Primary Duties

1. Categories of Materials and Activities and Their Relative Importance (see Teaching Table):

a. Categories of Materials and Activities for traditional and online courses :

- (1) Classroom performance:
 - (a) Reports of class visitation using attached Peer Review of Classroom Performance form;
 - (b) Student evaluations;
- (2) Course materials;
- (3) Performance of other teaching-related or primary duties;
- (4) Curriculum revision and development; and/or
- (5) Professional development for teaching improvement.

b. Relative Importance

Classroom performance, judged equally on the basis of classroom visitation reports and student evaluations, as well as course materials, will be the most important categories.

c. Assessment

All faculty are expected to conduct assessment of student learning in those courses indicated in the approved departmental assessment plan. The specified assessment instruments will be used to evaluate the program's impact on student learning and the assessment results will be submitted to the assessment coordinator in a timely fashion.

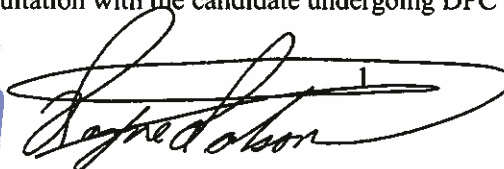
2. Evaluation Methods Used on Teaching/Performance of Primary Duties (PPD). Please include a brief narrative, outlining your accomplishments in this area.

a. Classroom Performance:

- (1) Reports of class visitations for traditional (face to face) hybrid and online courses:

A classroom visitation team, composed of at least two DPC members, will be appointed by the Chairperson of the Department Personnel Committee (DPC) in consultation with the candidate undergoing DPC evaluation. The visitation team will use

APPROVED

 10/2/12

the attached form to evaluate the instructor. The classroom visitation, in person or online, will include a consideration of the appropriateness and scope of the material presented, the organization and presentation, and the engagement/responsiveness of students.

(2) **Student evaluations:**

Each academic term (not including Summer), all of an instructor's students, except those enrolled in practica, tutorial, independent study, or other such courses, shall have the opportunity to evaluate their instructor's teaching effectiveness. The evaluations will be done as specified by the Department and University.

(3) **Departmental chairperson evaluation:**

The Department Chairperson will arrange to attend a class given by the candidate. A classroom visitation report will be included in the Department Chairperson's evaluation of the candidate.

b. **Course Materials:**

Course materials [consult Teaching Table] are to be evaluated on the basis of the appropriateness of scope and coverage to the level of the course, up to date syllabus, clarity of materials, quality of examinations, general fairness of examinations, and grading policy. Course materials may include, but are not limited to, a syllabus with written objectives of what students will learn from the course and the course grading and attendance policies, laboratory exercises, other assignments, copies of reading lists used in the course, online course pages, and/or examinations. Course materials should also include evidence of the use of technology to meet the goals of the course.

c. **Standards for Teaching/(PPD):**

Based on documentable evidence presented for the criteria in I.A.1. [and further, quantitatively specified in the Teaching Table], the candidate will be judged by the voting members of the DPC as to whether or not he/she has fulfilled the required standards for teaching/PPD as per Article 19 of the *Contract* for:

- (1) Retention of tenure-track faculty in probationary years one and two, "satisfactory" teaching/PPD; and
- (2) Retention in probationary year three, "effective" teaching/PPD; and
- (3) Promotion to assistant professor, "highly effective" teaching/PPD; and
- (4) Retention in probationary year four, "highly effective" teaching/PPD; and
- (5) Retention in probationary year five, "significant" teaching/PPD; and
- (6) Tenure, and promotion to associate professor and professor, and for the professional advancement increase, "superior" teaching/PPD; (note that for professional advancement increase, a "superior" rating is also required in *either* research/creative activity *or* service and "significant" in the other; see below).

B. Research/Creative Activity

1. Categories of Materials and Activities and Their Relative Importance (see Research Table):

a. **Categories of Materials and Activities, in descending order of importance:**

- (1) Professional publications (excluding abstracts), including, but not limited to, a monograph, professionally-related book, book chapter, or an article in a refereed journal, including refereed online journals;
- (2) Receipt of an extramural research grant or research fellowship;

- (3) Research presentation at a professional meeting, including, but not limited to, contributive paper, poster session contribution or symposium paper;
- (4) Professional and research development, including, but not limited to, presentation at departmental seminar, manuscript in preparation or submitted for publication, grant proposal submitted, research project development, review for professional journal, review of proposal for funding agency, receipt of professional award, receipt of intramural research grant, or invited paper;
- (5) For faculty *not* employed in the Science Education/Secondary Teaching/Science outreach area, publications, grants or other awards, professional presentations, and professional and research development in science education areas shall count in the appropriate subcategory(ies) above for *some* personnel actions (see below); for faculty employed in the Science Education/Secondary Teaching/Science outreach area *only*, such activities shall count in the appropriate subcategory(ies) for *all* personnel actions.

b. Relative Importance

Scientific publication in refereed journal will be considered to be the most important category, extramural research grant or fellowship will be second, presentation at professional meeting third, other evidence of professional and research development fourth, and publications and presentations in science education fifth, except for faculty members employed in the Science Education/Secondary Teaching/Science outreach area (see I.B.1.a.(5), above).

2. Evaluation Methods Used on Research/Creative Activity

The candidate will submit written materials indicative of his/her research/creative activity to the Department Chairperson. These will be made available to all members of the DPC for their consideration prior to the discussion by the entire committee. Please include a brief narrative, outlining your accomplishments in this area. Based on the documentable evidence presented [and further, quantitatively specified in the Research Table], the candidate will be judged by the voting members of the DPC as to whether or not he/she has fulfilled the required standard indicated for the appropriate retention, promotion or tenure category as per Article 19 of the *Contract*. The standards for evaluation are:

- a. For retention in probationary year one, “appropriate” research evidenced by completing at least one of the activities in category I.B.1.a., (professional publication, research presentation at a professional meeting, extramural grant award or fellowship, or professional and research development); this shall include activities in science teaching areas for *all* candidates (see I.B.1.a.(5), above);
- b. For retention in probationary year two and for promotion to assistant professor, “satisfactory” research evidenced by completing two or more of the activities in category I.B.1.a. (publication, extramural research grant or fellowship, research presentation at a professional meeting, or professional and research development); this shall include activities in science teaching areas for *all* candidates (see I.B.1.a.(5), above);
- c. For retention in probationary year three, “highly satisfactory” research, evidenced by achieving a criterion in I.B.1.a.(1) (publication), I.B.1.a.(2) (extramural research grant or fellowship award), or I.B.1.a.(3) (research presentation at a professional meeting); this shall include activities in science teaching areas for *all* candidates (see I.B.1.a.(5), above);

- d. For retention in probationary year four, “highly effective” research, evidenced by achieving a criterion in I.B.1.a.(1) (publication), I.B.1.a.(2) (extramural research grant or fellowship award), or I.B.1.a.(3) (either *two* research presentations at local or internal professional meetings or one research presentation at a national or international professional meeting); this shall include activities in science teaching areas for *all* candidates (see I.B.1.a.(5), above);
- e. For retention in probationary year five, “significant” research, evidenced by achieving a criterion in I.B.1.a.(1) (publication), I.B.1.a.(2) (extramural research grant or fellowship award), or I.B.1.a.(3) (either *three* research presentations at local or internal professional meetings or one research presentation at a national or international professional meeting); this shall include activities in science teaching areas for *all* candidates (see I.B.1.a.(5), above);
- f. For promotion to associate professor, “significant” research, evidenced by achieving a criterion in category I.B.1.a.(1) (publication, while in current rank), I.B.1.a.(2) (extramural research grant or fellowship award, while in current rank), or I.B.1.a.(3) (research presentation at a professional meeting); this shall include activities in science teaching areas *only* for those faculty members employed in the Science Education/Secondary Teaching/Science outreach area (see I.B.1.a.(5), above);
- g. For tenure, “significant” research, evidenced by achieving a criterion in category I.B.1.a.(1) (publication, on research performed while a member of CSU faculty), I.B.1.a.(2) (extramural research grant or fellowship award), or I.B.1.a.(3) (at least *four* research presentations at local/internal professional meetings or at least *two* research presentations at national or international professional meetings, on research performed while a member of CSU faculty); this shall include activities in science teaching areas *only* for those faculty members employed in the Science Education/Secondary Teaching/Science outreach area (see I.B.1.a.(5), above);
- h. For promotion to professor, “superior” research, evidenced by achieving the criterion of category I.B.1.a.(1) (publication, on research performed while a member of CSU faculty and published during [See *Contract*] the appropriate evaluation period); this shall include activities in science teaching areas *only* for those faculty members employed in the Science Education/Secondary Teaching/Science outreach area (see I.B.1.a.(5), above);
- i. For professional advancement increase, “superior” research, as evidenced by achieving the criterion of category I.B.1.a.(1) (publication, on research performed while a member of CSU faculty) [this shall include activities in science teaching areas *only* for those faculty members employed in the Science Education/Secondary Teaching/Science outreach area (see I.B.1.a.(5), above)]; and published during [See *Contract*] the evaluation period) and at least “significant” service (see below); *or* “significant” research, evidenced by achieving a criterion in category I.B.1.a.(1) (publication, while in current rank), I.B.1.a.(2) (external grant funded, while in current rank), or I.B.1.a.(3) (presentation on research performed while a member of CSU faculty) and “superior” service (see below). Each area shall be examined in the aggregate, that is, taken as a whole, through the last five years prior to this evaluation: and
- j. Exception, evidenced by two or more publications on research performed while a member of CSU faculty; this shall include activities in science teaching areas *only* for those faculty members employed in the Science Education/Secondary Teaching/Science outreach area (see I.B.1.a.(5), above).

C. Service

1. Categories of Materials and Activities and Their Relative Importance

a. Categories of Materials:

(1) Departmental activities:

- (a) Departmental committee membership and active participation;
- (b) Student advising (not assigned);
- (c) Search committee(s);
- (d) Graduate student thesis committee(s);
- (e) Mentoring/student retention/recruitment activities; and/or
- (f) Special departmental service, including, but not limited to, serving as advisor to student groups;

(2) University and College activities, including University or College Committee membership or Office, Union Committees and Service, or Search Committee; and

(3) Professionally-related community service including, but not limited to, public lectures or presentations, service to professional organizations, facilitating formal exchanges among faculty and students at Chicago State and other universities, judging science fairs, unpaid consulting or volunteer service.

(4) Additional discipline service activities such as planning and participating in workshops, meetings, tours, etc.

b. Relative Importance

Service activity at the Department, University and College levels will be considered to be of equal importance but, in any case, more important than community service.

Serving as an officer or in some other leadership role will be considered to be a more significant contribution than serving as a member of a committee.

2. Evaluation Methods Used on Service Activities

The candidate will submit a summary sheet and documentation of his/her service to the Department Chairperson. These will be made available to all members of the DPC for their consideration prior to the discussion by the entire committee. Based on the documentable evidence presented [and further, quantitatively specified in the Service Table], the candidate will be judged by the voting members of the DPC as to whether or not he/she has fulfilled the required standard indicated for the appropriate retention, promotion or tenure category as per Article 19 of the *Contract*. The standards for evaluation are:

- a. For retention in probationary year one, “appropriate” service, as evidenced by service at the department or college/university level;
- b. For retention in probationary year two and for promotion to assistant professor, “satisfactory” service, as evidenced by effective participation at the department or college/university level;
- c. For retention in probationary year three, “highly satisfactory” service, as evidenced by highly satisfactory participation on one or more department committees and service at the college/university level;

- d. For retention in probationary year four, “effective” service, as evidenced by effective participation on two or more department committees and service on at least one committee at the college/university level;
- e. For retention in probationary year five, “highly effective” service, as evidenced by highly effective participation on two or more department committees and service on at least one committee at the college/university level;
- f. For tenure and promotion to associate professor, “significant” service, as evidenced by significant participation on three or more department committees and service on at least two committees at the college/university level;
- g. For promotion to professor, “superior” service, as evidenced by continuously active service at the department and college/university level; and
- h. For professional advancement increase, “superior” service, as evidenced by continuously active service at the department and college/university levels and at least “significant” research (see above) or “significant” service, as evidenced by effective participation on department committees and service at the university level and “superior” research (see above). Publications or grant awards in science teaching, teaching technology, or course enhancement may also be used as evidence of “superior” service for the PAI award. Each area shall be examined in the aggregate, that is, taken as a whole, through the last five years prior to this evaluation; and
- i. Exception, as evidenced by serving as an officer at the department and college/university levels as well as service in the community.

II Criteria for Unit B Faculty (Lecturers):

A. Teaching/Performance of Primary Duties

1. Categories of Materials and Activities for traditional and online courses:

- a. Classroom performance:
 - (1) Reports of class visitation; and
 - (2) Student evaluations.

b. Course materials

Course materials are to be evaluated on the basis of the appropriateness of scope and coverage to the level of the course, clarity of presentation, quality of examinations, general fairness of examinations, and grading policy. Course materials may include, but are not limited to, a written statement of the objectives of the course, course outlines or syllabi, copies of laboratory exercises and/or written assignments, copies of reading lists included in the courses, copies of examinations, and a written description of attendance and grading policies. Course materials may also include evidence of the use of electronic instructional materials and evidence of how technology is utilized in implementing the goals of the course.

2. Relative Importance:

Classroom performance, judged equally on the basis of classroom visitation reports and student evaluations, as well as course materials, will be the most important categories.

3. Assessment:

All faculties are expected to conduct assessment for those courses indicated in the approved departmental assessment plan. The specified assessment instruments will be used and the assessment results will be submitted to the assessment coordinator in a timely fashion.

B. Methods of Evaluation to be Used

1. Classroom Performance:

a. Reports of class visitations:

A classroom visitation team, composed of at least two DPC members, will be appointed by the Chairperson of the Department Personnel Committee (DPC) in consultation with the candidate undergoing DPC evaluation. The visitation team will prepare written evaluations of classroom performance to be discussed with the candidate and presented at a meeting of the DPC. The classroom visitation reports, in person or electronically, will include a consideration of the appropriateness and scope of the material presented, the organization and presentation, and the apparent responsiveness of students. The DPC report will be an informal recommendation to the Chair, which shall not be included in the Unit B faculty member's personnel file.

b. Student evaluations:

Each academic term (not including Summer), all of an instructor's students, except those enrolled in practica, tutorials, independent study, or other such courses, shall have the opportunity to evaluate their instructor's teaching effectiveness.

c. Departmental chairperson evaluation:

The Department Chairperson will arrange to attend a class given by the candidate. A classroom visitation report will be included in the Department Chairperson's evaluation of the candidate.

2. Course Materials

Course materials are to be evaluated on the basis of the appropriateness of scope and coverage to the level of the course, clarity of presentation, quality of examinations, general fairness of examinations, and grading policy. Course materials may include, but are not limited to, a written statement of the objectives of the course, course outlines or syllabi, copies of laboratory exercises and/or written assignments, copies of reading lists included in the courses, copies of examinations, and a written description of attendance and grading policies. Course materials may also include evidence of the use of electronic instructional materials and evidence of how technology is utilized in implementing the goals of the course.

C. Standards for retention of Unit B faculty members (Lecturers)

1. Lecturers must earn a minimum of a "satisfactory" rating from their Chair and Dean in order for their name to appear on the reemployment roster.
2. 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 renewing the five-year multi-year appointment [Article 30.2.b.(2)].
3. If Lecturers fail to attain a multi-year contract because of not achieving sufficient numbers of highly effective evaluations, they will be eligible again after earning two “highly effective” performance evaluations within five years [Article 30.2.b.(3)].
 4. 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 [Article 30.2.b.(4)].

III. Criteria for Research Faculty:

A. Standards for retention of Research Faculty:

Categories of Materials and Activities and Their Relative Importance

Relative importance of Teaching/Performance of Primary Duties, Research/Creative

Activity, and Service: Research Faculty are hired for their expertise in the research area and are expected to contribute primarily in that area. If teaching/primary duties or service requirements are specified in the letter of appointment and annual work assignments, then the candidate will also be evaluated in one or both of those areas, but such evaluation will be considered of less importance than his or her research productivity. Research faculty will provide evidence of how they are supporting the educational mission of the department, for example in student mentoring.

1. **Research/Creative Activity:** Please include a brief narrative, outlining your accomplishments in this area.
 - a. For retention of Research Faculty in years one and two: “highly effective” research/creative activity, as evidenced by continuous receipt of external grant funding, presentation(s) at one or more professional conferences per year, and submission of at least one manuscript per year.
 - b. For retention of Research Faculty in year three: “highly effective” research/creative activity, as evidenced by continuous receipt of external grant funding, presentation(s) at one or more professional conferences, and publication of at least one peer-reviewed paper.
 - c. For promotion to Research Assistant Professor: “highly effective” research/creative activity in the aggregate, through the evaluation period, as evidenced by continuous receipt of external grant funding, presentation(s) at one or more professional conferences during the evaluation period, and publication of at least one peer-reviewed paper during the evaluation period.
 - d. For retention of Research Faculty in years four and beyond: “significant” research/creative activity, as evidenced by continuous receipt of external grant funding, presentation(s) at one or more professional conferences per year, and publication of at least one peer-reviewed paper per year.
 - e. For promotion to Research Associate Professor: “significant” research/creative activity in the aggregate, through the evaluation period, as evidenced by continuous receipt of external grant funding, presentation(s) at one or more professional conferences per year during the evaluation period, and publication of an average of at least one peer-reviewed paper per year during the evaluation period.
 - f. For promotion to Research Professor: “superior” research/creative activity in the aggregate, through the evaluation period, as evidenced by continuous receipt of external grant funding, presentation(s) at one or more professional conferences per year during the

evaluation period, and publication of an average at least two peer-reviewed papers per year, for which the candidate is the corresponding author, during the evaluation period.

2. **Teaching/Performance of Primary Duties (if applicable).** Standards as in I.A.1. (for Categories of Materials and Activities) and I.B.1.a. & b. (for Methods of Evaluation).
 - a. For retention of Research Faculty in years one-three: “highly effective” teaching/PPD (if applicable).
 - b. For promotion to Research Assistant Professor, “highly effective” teaching/PPD (if applicable) in the aggregate, through the evaluation period.
 - c. For retention of Research Faculty in years four and beyond: “significant” teaching/PPD (if applicable).
 - d. For promotion to Research Associate Professor, “significant” teaching/PPD (if applicable) in the aggregate, through the evaluation period..
 - e. For promotion to Research Professor, “superior” teaching/PPD (if applicable) in the aggregate, through the evaluation period.

3. **Service (if applicable):** Standards as in I.A.3. (for Categories and Relative Importance) and I.B.3. (for Standards).
 - a. For retention of Research Faculty in years one-three: “highly effective” service (if applicable).
 - b. For promotion to Research Assistant Professor: “highly effective” service (if applicable) in the aggregate, through the evaluation period.
 - c. For retention of Research Faculty in years four and beyond: “significant” service (if applicable).
 - d. For promotion to Research Associate Professor: “significant” service (if applicable) in the aggregate, through the evaluation period.
 - e. For promotion to Research Professor: “significant” service (if applicable) in the aggregate, through the evaluation period.

IV. Criteria for Annual Evaluation of Tenured Faculty:

Tenured faculty will be evaluated annually by their chair and dean, using the standards specified herein. However, in the case of a disagreement between a faculty member and the chair or dean relative to an annual evaluation, the faculty member may request an evaluation of the submitted materials from the DPC; this evaluation will become part of the permanent record.

A. Teaching/Performance of Primary Duties:

1. For annual evaluation of tenured faculty, the “adequate” standard is represented by maintenance of standards as evidenced by student course evaluations, course materials, and evidence of contributions to course development; and
2. The “exemplary” standard is represented by student course evaluations, course materials, evidence of contributions to course development, curriculum development, and professional development for teaching improvement.

For annual evaluation of tenured faculty, also include the following:

3. List of undergraduate and graduate students working on independent or thesis projects under the faculty member’s direction (if any), including thesis committees; and

4. List of any activities not covered above for which CUEs are awarded (if any). A short description of the activity should accompany these items.

B. Research/Creative Activity:

1. For annual evaluation of tenured faculty, the “adequate” standard is represented by evidence of research/creative activity and participation in the scholarly community beyond campus in keeping with the level and type of resources available to the faculty member (see below); this shall include research efforts in science teaching/outreach areas for *all* candidates; and
2. The “exemplary” standard is represented by a scientific publication in a refereed journal, professionally-related book, presentation at a professional meeting, or significant contribution to an externally funded grant/fellowship; this shall include research efforts in science teaching/outreach areas for *all* candidates.

For annual evaluation of tenured faculty, also include the following (if relevant):

3. A list of the resources used/available, i.e.,
 - a. Research space;
 - b. On-campus funding;
 - c. Current grant funding;
 - d. Travel funds;
 - e. Research-related release time; and
 - f. A list of Master’s theses and other research-related student activities achieved under the faculty member’s direction.

C. Service:

1. For annual evaluation of tenured faculty, the “adequate” standard is represented by evidence of service and participation at the departmental and college/university levels; and
2. The “exemplary” standard is represented by evidence of leadership in service at the departmental, college/university, or community level.