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March 27, 2013

Dr. Mark A. Kutame  
Chair, Department of Secondary Education,  
Professional Studies and Recreation  
College of Education  
JDC 217

**RE: OFFICIAL TRANSMITTAL OF PRESIDENTIAL APPROVAL OF THE  
DEPARTMENT APPLICATION OF CRITERIA FOR THE DEPARTMENT OF  
SECONDARY EDUCATION, PROFESSIONAL STUDIES AND RECREATION**

Dear Dr. Kutame:

I have reviewed the revised Department Application of Criteria (DAC) for the Department of Secondary Education, Professional Studies and Recreation, which was submitted to the Office of the Provost. Based on my review, I hereby approve the revised version (see attached). 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 D. Watson", is written over a large, stylized oval flourish.

Wayne D. Watson

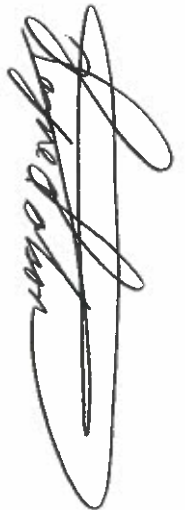
cc: Dr. Sandra Westbrooks, Provost and Senior Vice President for Academic Affairs  
Dr. Debra Jefferson, Associate Vice President, Academic Affairs and Contract  
Administration  
Dr. Lorrie Reed, Interim Dean, College of Education  
Dr. Laurie Walter, President, CSU Chapter – UPI 4100

Attachment: Approved DAC

**Secondary Education, Professional Studies, and Recreation**

**2011-2015  
DEPARTMENTAL APPLICATION OF CRITERIA**

**APPROVED**  
CHICAGO STATE UNIVERSITY  
OFFICE OF THE PRESIDENT  
2013 MAR 27 A 10: 23



**Submitted  
October 31, 2012**

**The SEPR Department Application Criteria (SEPR DAC)**  
**Personnel Evaluation Procedures and Criteria**  
**Department of Secondary Education, Professional Studies and Recreation**  
**Chicago State University**

(Updated 10/31/12)

## 2011 - 2015 DEPARTMENTAL 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 Professional Advancement Increase (PAI) will be required to meet the standards as articulated in this 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, Physical Education, Recreation, or Career and Technical Education, or a related field from a nationally accredited institution (see 2010 – 2015 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 HPER, Dance or CTE) prior to matriculation in the program for faculty hired in a 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 D.P.C. Chairperson with a portfolio of materials including an up-to-date vita, yearlong assignments for the evaluation periods 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/performance of primary duties, research/creative activity, and service) specified in the Departmental Bylaws. The portfolio must be submitted to the D.P.C. Chairperson by the date designated in the University schedule for personnel actions to allow sufficient time for members of the D.P.C. 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 Criteria for Temporary Faculty.

### **RESPONSIBILITIES OF THE PERSONNEL COMMITTEE**

The portfolio of the faculty member to be voted upon will be checked out from the Department Chairperson's office in a timely manner and reviewed and initialed by all D.P.C. members prior to voting at the meeting or casting an in absentia ballot. 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 D.P.C.

All members of the D.P.C. will be involved in the discussion of the faculty member being considered. Only members of the D.P.C. holding status equal to or above that being sought by the faculty member being considered shall vote on the D.P.C. 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 – 2.9
Effective	3.0 – 3.3
Highly Effective	3.4 – 3.8
Significant	3.9 – 4.4
Superior	4.5 – 5.0

The Online Course Evaluation 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 evaluations and copies of the summary report(s).

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

Each faculty member being considered for retention or promotion must schedule three classroom observations per evaluation period. SEPR faculty must have one evaluation by the Department Chairperson and two by tenured or tenure track faculty members in the SEPR department with at least three years of university experience. For online evaluations, the faculty member being evaluated must provide the department chair access to his/her online class for review. Forms are available from CTRE.

The classes to be observed shall be agreed upon by the faculty member and the Department Chair and 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 D.P.C. accepted peer evaluation form. The completed forms will 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 .5 or higher it is rounded up to the next 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 – 2.9
Effective	3.0 – 3.3
Highly Effective	3.4 – 3.8
Significant	3.9 – 4.4
Superior	4.5 – 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 D.P.C. 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/performance of 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 integration of technology into the classroom
9. Development of program 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 teaching award
14. Completion of university-level research courses
15. Attendance at professional conferences
16. Materials supporting non-teaching activities for which CUEs were awarded (assessment coordinator)
17. Placing knowledge into practice by bringing experts/practitioners to share with students

When applicable, the faculty member should provide a packet of materials representing other primary duties (e.g., lab maintenance, inventory, supervision schedules, advising schedules). Faculty members receiving non-teaching CUEs must provide an evaluation of their administrative assignments from the Departmental 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 provided below. Formal documentation should be provided as evidence.

1. Awards or honors in Teaching
2. Curriculum or program evaluation or development for schools, community organizations, or public/private agencies
3. Departmental program expansion or re-development
4. Community college articulation agreements
5. Graduate faculty status
6. New course development
7. New program development
8. Online course development
9. Updating programs as reflected in curriculum change documents
10. Alignment/realignment of program curriculum with professional standards
11. Development of production and instructional materials for outside entities
12. Experiential teaching evidenced by providing peer teaching and practicum opportunities
13. Student engagement in teaching

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

##### Retention

1st year: Satisfactory  
 2nd year: Satisfactory  
 3rd year: Effective  
 4th year: Highly Effective  
 5th year: Significant

##### Rank/Promotion

Assistant Professor: Highly Effective  
 Associate Professor: Superior  
 Professor: Superior

Tenure: Superior

PAI: Superior (PAI = Professional 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/he must present evidence of a **satisfactory rating in Categories 1 and 2** and documents required by **Items 1, 2, and 3 from Category 3**.

3rd Year: For a faculty member to be rated as “effective” in the area of teaching/performance of primary duties, she/he 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 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 rating of “**superior**” in Category 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**.

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

Year	Performance Standard	Requirement
Yr 1	Satisfactory	Satisfactory ratings in Categories 1 and 2 and documents required by <b>Items 1, 2, and 3 from Category 3</b> .
Yr 2	Satisfactory	Satisfactory ratings in Categories 1 and 2 and documents required by <b>Items 1, 2, and 3 from Category 3</b> .
Yr 3	Effective	Effective rating in Categories 1 and 2 and documents required by <b>Items 1, 2, 3, 4 and 5 from Category 3</b> , and <b>at least one additional activity from Category 3</b> .
Yr 4	Highly Effective	Highly effective ratings in Categories 1 and 2, and documents required by <b>Items 1, 2, 3, 4 and 5 from Category 3</b> , and <b>at least two additional activities from Category 3</b> .
Yr 5	Significant	Significant ratings in Categories 1 and 2, and documents required by <b>Items 1, 2, 3, 4 and 5 from Category 3</b> , and <b>at least three additional activities from Category 3</b> .
Promotion to Associate Professor	Superior	Superior ratings in Categories 1 and 2, documents required by <b>Items 1, 2, 3, 4 and 5 from Category 3</b> and <b>at least four additional activities from Category 3</b> , and <b>one item from Category 4</b> .
Tenure	Superior	Superior ratings in Categories 1 and 2, documents required by <b>Items 1, 2, 3, 4 and 5 from Category 3</b> and <b>at least four additional activities from Category 3</b> , and <b>one item from Category 4</b> .
Promotion to Professor	Superior	Superior ratings in Category 1 and 2, documents required by <b>Items 1, 2, 3, 4 and 5 from Category 3</b> and <b>at least five additional activities from Category 3</b> , and <b>one item from Category 4</b> .
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 3 areas. Failure to do so in any one of the three areas for 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 Evaluations
- Category 2 – Chair/Peer Evaluations
- Category 3 – Teaching and Primary Duties Materials

**Adequate**

For a faculty member to be rated as "Adequate" he/she must receive an "Effective" rating.

**Exemplary**

For a faculty member to be rated as "Exemplary" he/she 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 member has 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, or poster presentations at meetings, conferences, seminars, workshops, etc. of local, state, or regional professional organizations as it applies to your specific area 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 from internal sources
7. Presentation of a review of recent research or "best practices" to a departmental, college or university forum
8. Presentation of research at an in-service or staff development program (not as a paid consultant)
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



**Category 3**

1. Original productions, presentations, contributive papers, or poster presentations at meetings, conferences, seminars, workshops, etc. of national or international professional organizations as they apply to your specific area of expertise such as dance.
2. Invitation as 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**

1st year: Appropriate

2nd year: Satisfactory

3rd year: Highly Satisfactory

4th year: Effective

5th 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 from 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 as **"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 as “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 a 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.

#### Performance Standards for Research/Creative Activity for Retention, Tenure, Promotion and PAI

Year	Performance Standard	Requirement
Yr 1	Appropriate	Evidence of one activity from any of the three categories.
Yr 2	Satisfactory	Evidence of two activities from any of the three categories.
Yr 3	Highly Satisfactory	Evidence of three activities from any of the three categories.
Yr 4	Effective	Evidence from at least two activities in Categories 2 or 3.
Yr 5	Highly Effective	Evidence of at least three activities in Categories 2 or 3.
Promotion to Associate Professor	Significant	Evidence of at least <b>four</b> activities from Categories 2 and 3, one of which must be from Category 3. Promotion to associate professor must include <b>evidence of at least two publications, of which one manuscript must be a refereed journal</b> , 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 <b>four</b> activities from Categories 2 and 3, one of which must be from Category 3. Tenure must include <b>evidence of at least two publications, of which one manuscript must be a refereed journal</b> , 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 <b>five</b> activities from Categories 2 and 3, one of which must be from Category 3. <b>Relative to tenure, two additional publications, of which one must be a refereed</b> 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.
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 "exemplary" 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-department 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 department committees
3. Active participation on search committees
4. Active participation in College faculty meetings
5. Serve as department recording secretary
6. Serve as officer/chair of departmental committee
7. Service through union activities
8. Sponsor student organization
9. Write letters of recommendation for students
10. Participate in mentoring teachers/professionals or induction activities
11. Serve as peer evaluator for faculty member in other departments
12. Volunteer work to support goals of the University or its surrounding community.
13. Visits to, or participation in career days at high schools or community colleges for recruitment
14. Actively solicit funds to benefit the department, college, university, or community partners
15. Serve on College of Education NCATE or HLC committee
16. Conduct, coordinate, and prepare department program reviews such as NCATE/NASPE, NCA, and NRPA/AAPAR, ISBE, etc., for which there is no compensation
17. Membership/documented attendance on local, state, regional, national, or international professional organization
18. Serve on a committee in a professional organization at local, state, regional level
19. Plan/facilitate program meetings/committee work at the local, regional, or state level
20. Reviewer, referee, juror, or editor for professional publications in area of expertise
21. Complete a book review
22. Award for service at the local or state level

### **Category 3**

1. Active participation on College, University, or system-wide committee
2. Serve as a officer on College, University or system-wide committee
3. Mentor graduates who are first-year teachers (teacher induction).
4. Volunteer work which draws upon one's academic skills
5. Serve on dissertation committee

6. Volunteer work to support goals of the University or surrounding community involving P-20 students
7. Provide professional services to students beyond the requirements of one's teaching assignments (e.g. dance performances at university functions)
8. Assist in ongoing University special programs beyond that of assigned workload for which there is no monetary compensation
9. Conduct continuing education workshops/in-services for teachers, librarians, and other professionals in the community for which there is no monetary compensation
10. Plan and develop creative professional activities which significantly add to the field, such as conferences, seminars, workshops, etc.
11. Participate in committees or activities designed to increase cooperation with other institutions
12. Serve on a local school council, school board, library board, community board (e.g. Municipal Parks & Recreation), or any other professionally related board
13. Participate in community advocacy work related to leisure/recreation/parks.
14. Participate in school, library, or other professional reform activities
15. Professional speaking engagement on campus or in the community
16. Conduct, coordinate, and prepare program reviews at the state, national, international level such as NCATE/NASPE, NCA, and NRPA/AAPAR, ISBE, etc.
17. Prepare NCATE or NCA reports
18. Serve on an accreditation team at the state or national level
19. Serve as an officer in a professional organization
20. Plan/facilitate program meetings/committee work at the national or international level
21. Collaborate with community organizations/partnerships including governmental agencies at the local, state, national, or international level
22. Evidence of significant leadership over time
23. Student engagement in service
24. Award for service at the national or international level

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

##### **Retention**

1st year: Appropriate

2nd year: Satisfactory

3rd year: Highly Satisfactory

4th year: Effective

5th 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 & 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 “**superior**”, she/he must have evidence of at least four activities from Category 2.

#### Performance Standards for Service for Retention, Tenure, Promotion and PAI

Year	Performance Standard	Requirement
Yr 1	Appropriate	Evidence of two activities from any category.
Yr 2	Satisfactory	Evidence of three activities from any category.
Yr 3	Highly Satisfactory	Evidence of one activity from <b>each</b> category.
Yr 4	Effective	Evidence of at least three activities from Categories 1 and 2 with at least one being from Category 2.
Yr 5	Highly Effective	Evidence of at least three activities from Categories 1 & 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).

**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 45)

<b>Unit A Clinical Faculty</b>			
<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 <i>Satisfactory</i> to continue to be employed as a clinical professional. (Contract, Page 46)	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, Page 57). "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 are used for experienced independent researchers who have qualification comparable to those tenurable ranks. 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 Page 47)

<b>Unit A Research Faculty</b>			
<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, <i>from Contract p. 49</i> )	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 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 (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 57).

"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, P 57)

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 Full-time Lecturers and Clinical Instructors**

Full time Clinical Faculty in Unit B'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 are eligible for clinical rank and promotion in titles such as Clinical Instructor (Unit B) only, Clinical Assistant Professor, Clinical Associate Professor and Clinical Professor; however they are not eligible for tenure. Clinical faculty can have teaching, clinical supervision and research responsibilities on campus or at field locations. They may not be hired by and paid by both the cooperating institution and the University (Contract Definitions, Page 5). Performance requirements for full-time lecturers and clinical instructors are shown in the table below.

#### **Yearly Contract**

No lecturer will be evaluated until she/he has completed one full academic term of service at the University. The 2010 – 2015 Contract stipulates that "Each academic term, each lecturer who teaches a course or other instructional activities shall ensure that at least one half of 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 HPER 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. of the contract provides for lecturers with 10 or more years of full-time employment at the university the opportunity for renewable five-year contracts if they have earned "highly effective" performance evaluations for two of the preceding five years. To maintain that status, they must receive "highly effective" performance evaluations for at least two of the next five years or "satisfactory" to retain status. If the lecturer does not meet the standard, but has satisfactory performance evaluations, they can be retained on the roster until they meet the standards again.

### **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 – 2.9
Effective	3.0 – 3.3
Highly Effective	3.4 – 3.8
Significant	3.9 – 4.4
Superior	4.5 – 5.0

The Online Course Evaluation 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 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

**Category 3 – Teaching and Primary Duties Materials**

Course syllabi

Materials distributed in class

Supplemental materials

Materials pertaining to any non-teaching activities

**Category 4 – Other Primary Duties**

When applicable, the faculty member should provide a packet of materials representing other primary duties. 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" – methods used to evaluate teaching/performance of primary duties.

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

**Performance Requirements for Full-time Lecturers and Unit B Clinical Instructors**

Years of Service	Teaching/Primary Duties
1	Satisfactory
2	Effective
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 the table below.

**Performance Requirements for Part-Time Lecturers and Part-Time Clinical Instructors**

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

**EVALUATION CRITERIA FOR TENURE AND PROMOTION BY EXCEPTION – Unit A Faculty**

Exception shall be defined as "meeting and exceeding the tenure criteria set forth in the SEPR DAC for two of the three areas of teaching, research and service".

An eligible employee who applies for consideration for tenure or promotion on the basis of exceptional performance must meet the relevant University criteria described in Sections 19.3a. (2)(a)a.6 or a.7. In addition, the candidate (for tenure and promotion) must show evidence of exceptional performance beyond that otherwise required in two of the three areas of evaluation." Individuals may apply for *Tenure or Promotion by Exception* in the fourth or fifth year of full-time service. In addition, the employee must show evidence of exceptional performance beyond that otherwise required in two of the three areas of evaluation.

To be considered for tenure or promotion on the basis of exceptional performance the candidate must meet:

1. Criteria for tenure or promotion
2. Doctoral Degree from an accredited university as defined in Appendix E of the 2010-2015 Contract
3. Exceptional performance in two of the three areas of evaluation

**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 at 3.5-4.0 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 federal grant
3. Award of two or more externally funded grants or contracts
4. Invitation to serve as a keynote speaker at a national or international conference
5. National/international fellowship
6. Published scholarly book
7. Two or more publications in refereed research journals
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 organizations 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 and federal policy/program related to one specialization
5. Service on school board, executive board or institution of higher learning governing board

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**SEPR 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've 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 Dr. Debrah Jefferson (current University Contract Administrator)
- Table of contents (to include items in the Appendix, if applicable)
- Yearlong assignment sheets

**Do not include**

- Your ethics training certificate
- Social security numbers of yourself or any student (black them out)
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October 30, 2012

Debra J. Nelson, SEPR DAC Chairperson

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