

# Department Application of Criteria – Unit B

Department of Chemistry and Physics  
Chicago State University

Approved by the Departmental Personnel Committee, October 6, 2012

Approved by the Departmental Chairperson, October 6, 2012

## I. PERFORMANCE EVALUATION AND EVALUATION CRITERIA

### A. Purpose of Evaluation

The purpose of evaluation is to judge the effectiveness of an employee's performance and to identify areas of strength and weakness, and to improve the employee's performance. Employees are responsible for knowing, meeting and demonstrating that they have met the criteria required for retention. All unit B employees will be evaluated by the Department Chair.

### B Contractual Evaluation Criteria

The categories of evaluation of faculty in Unit B as designated in the current Contract 2010-2015 in Article 33 are shown in the table below:

**Table I.B Contractual Evaluation Criteria**

<b>Personnel Action</b>	<b>Teaching/ Primary Duty</b>	<b>Research/ Scholarship</b>	<b>Service</b>
Retention	Satisfactory/Highly Effective	N/A	N/A

### C Department Of Chemistry and Physics Minimum Requirements for Retention

In order for a candidate to be successful in retention the candidate must meet the minimum requirements for Satisfactory or Highly Effective performance as shown in the table below. The materials and activities required for evaluation are detailed in section II.

**TABLE I.C Minimum Requirements for Retention**

<b>Performance Descriptor</b>	<b>Teaching/ Primary Duty</b>	<b>Research/ Scholarship</b>	<b>Service</b>
<b>Satisfactory</b>	Meet all the standards set forth in the Performance of Teaching Criteria in Section II and receive a "Satisfactory" rating or better in peer or chairperson evaluations.	NA	NA
<b>Highly Effective</b>	Meet all the standards set forth in the Performance of Teaching Criteria in Section II and receive a "Highly Effective" rating or better in peer or chairperson evaluations plus any 2 other A1 or A2 activities.	NA	NA

## II. CATEGORIES OF MATERIALS AND ACTIVITIES, RELATIVE IMPORTANCE, AND METHODS OF EVALUATION

### A. Teaching/ Performance of Primary Duties

The two aspects of the category Teaching/Performance of Primary Duties are to be weighted in their evaluation in proportion to the assignment of CUEs for that aspect. Because each of these aspects are quite different, the categories, importance, criteria, and guidelines for each aspect will be covered in two parallel sections: **A1. Teaching** and **A2. Performance of Primary Duties**. The teaching section is first and the performance of primary duties follow immediately afterwards. A summary breakdown of the evaluation criteria for both Teaching A1 and Primary Duties A2 are shown in the table below. Detailed evaluation criteria expectations follow in sections A1 for Teaching and A2 for Primary Duties.

**Table II.A Teaching/Performance of Primary Duties**

<b>A. TEACHING/PRIMARY DUTIES</b>	
<b>A1.1.a TEACHING</b>	<b>A2.1.a PRIMARY DUTIES</b>
1. Classroom performance	1. Program performance plus required meetings and reports
2. Assessment activities	
3. Peer Evaluations	2. Personnel training if appropriate
4. Curriculum development and revision	3. Program improvement/acquisition of resources
5. Professional development for teaching improvement and teaching related duties	4. Professional development for program improvement

### A1. Teaching

#### 1. Categories of Materials and Activities

##### a. Activities which will be evaluated are:

- (1). Classroom and laboratory performance
- (2). Teaching assessment activities
- (3). Peer Evaluations
- (4). Curriculum revision and development
- (5). Professional development for teaching improvement/Performance of other teaching-related duties

##### b. Materials that must be submitted in the evaluation portfolio:

- (1). Yearlong workload form and any revised faculty workloads completed by the evaluation
- (2). The course syllabus, the final exam, and a representative hour exam for each different course taught during the evaluation period.
- (3). All class visitation report(s) during the evaluation period.
- (4). Student course evaluation(s) as specified below in A1.3.a.1.(iii)
- (5). Narrative that highlights teaching accomplishments during review.

##### c. Materials that may be submitted in the evaluation portfolio include but are not limited to:

- (1). Additional exams and quizzes
- (2). Hand-outs, study guides, objectives

- (3). Original instructional materials such as new lab experiments, original homework problems, novel/original learning aids etc.
- (4). Graded or un-graded student assignments
- (5). Signed statements relating to teaching performance
- (6). Class grade distributions
- (7). Materials from tutoring and help sessions

**2. Relative Importance of Teaching Activities**

Classroom and laboratory performance and peer evaluation are the most important activities. Other activities are equally important.

**3. Performance of Teaching Criteria**

Evaluation of a candidate's teaching will include consideration of the candidate's effectiveness in her/his: execution of assigned responsibilities; command of the subject matter or discipline; oral English proficiency as mandated by Illinois statute; ability to organize, analyze and present knowledge or material; ability to encourage and interest students in the learning process; and in student advisement, counseling and direction of individual activities. Teaching effectiveness will be evaluated with respect to the following criteria.

**a. Classroom and Laboratory Performance**

**(1). Required Course Materials**

**(i). Syllabi**

*Syllabi* are expected to clearly define the following: course description; course objectives and student outcomes; assessment methods, the name of the text and other required materials; instructor's name, phone number, e-mail address, office location, and office hours; class meeting time and location; ADA statement, material to be covered in lecture and lab; policies concerning attendance, tardiness, and makeup exams; grading standards (including 'I' grades); frequency and relative weights of exams, quizzes, homework, papers, and lab work; laboratory safety rules; link to the university student evaluation site <http://www.csu.edu/course-eval>; information about field trips if required; and policy concerning cheating. In addition, it is expected that syllabi will be professionally produced with a minimum of spelling/typographical errors, grammatical errors, that all instructions and conditions are internally consistent, and that the course content and prerequisites reflect the catalog description. When appropriate, such as for certain accreditation visits, syllabi will be reformatted to fit those accreditation requirements.

**(ii). Exams/quizzes**

Exams and quizzes are submitted for evaluation are expected to reflect the following qualities: balanced coverage of the assigned material, questions which are clearly stated, questions which are appropriate for the level of the course, a length which is appropriate for the time allotted, and a minimum of spelling, grammatical or typographical errors.

**(iii). Student Evaluations**

All faculty members shall give their students, except those enrolled in practica, tutorials, independent study courses, and research courses, the opportunity to evaluate their teaching effectiveness through the student evaluations provided on-line by the University Evaluation Website: <http://www.csu.edu/course-eval>.

The faculty member shall inform students of the evaluation procedure by placing an item in their syllabi that informs the student about the on-line evaluation procedure and gives the University Evaluation Web Address. The results of these evaluations will be provided to the faculty member only after the course grade has been submitted.

**(iv). Other materials**

Other materials submitted will be evaluated with regard to their value in assisting student learning, originality, and appropriateness for the course.

**(2). Relative Importance of Criteria for Classroom and Lab Performance**

Course materials are considered most important, followed by the class visitations and then student evaluations.

**b. Teaching Assessment Activities**

All classes must have some form of assessment as stated in the syllabus. For those classes that the department designates, additional assessment instruments must be administered. These instruments may include but not be limited to: ACS national exams, Force Concept Inventory, pre and post-tests and general education assessment instruments. Faculty administering such instruments must compile the results and return them to the Assessment Coordinator on a timely basis. Effectiveness will be measured by the quality of reports submitted for evaluation. In addition the candidate will be required to supply a one-page narrative, analyzing the departmental assessment report.

**c. Peer Evaluations**

Each evaluation shall include the results of at least two recent classroom visitations. Any member of the DPC may request to visit a faculty member's class before his/her evaluation. Two visitors shall be designated by the DPC. These visitors should be in the same (or closely related) area of science as the faculty member being evaluated. Each visit shall be at a mutually agreed upon time, with at least one week's notice, and shall occur at least 15 working days before the DPC deadline for the personnel recommendation in question. Each visitor shall complete the "Classroom Visitation/Evaluation Form". The completed form should be copied to the faculty member visited and submitted to the DPC chairperson at least 15 working days before the DPC deadline. Visitors should be of equal or greater rank if possible. Each visitor shall complete the "Classroom Visitation/Evaluation Form" with narrative attached.

The Department Chairperson will schedule a class visitation with the candidate at a mutually agreed upon time. The Chairperson will use the same forms and evaluation criteria as the DPC.

**d. Curriculum Revision and Development**

These activities include but are not limited to: new course development, new instructional material development and new option development. Effectiveness as measured by adoption and implementation of the proposed courses and options should be documented. Faculty will use a rubric to focus on specific aspects of curriculum development. Instructors will respond to the following questions such as i) Why it was this instructional revision needed? ii) What did you do specifically to design and implement this revision? iii) What are the initial outcomes of your implementation?

**e. Professional Development for Teaching Improvement/ Performance of Other Teaching Related Duties**

**Professional Development for Teaching Improvement** activities include but are not limited to: participation in short courses, conferences and workshops, attainment of additional degrees, fellowships, and other teaching related, educational experiences. Documentation of participation must be provided for consideration.

**Performance of Other Teaching Related Duties activities include but are not limited to:** training students in teaching skills (when done as part of a course), tutoring, study groups and student mentoring. Effectiveness as measured by evidence of student success should be documented.

**A2. Performance of Primary Duties (Duties formally assigned CUEs during the academic year, other than teaching).**

These primary duties include but are not limited to the following categories: assessment, student advising.

**1. Categories of Materials and Activities**

- a. Activities which will be evaluated are:**
- (1). Program performance plus attendance at required meetings and completion of reports.
  - (2). Training of Personnel
  - (3). Program improvement/acquisition of resources
  - (4). Professional development for program improvement
- b. Materials that must be submitted (if appropriate) in the evaluation portfolio:**
- (1). Statement of assigned duties by supervisor or listing of goals and objectives for grant funded activities,
  - (2). An assessment of the faculty member's performance of duty by their direct supervisor.
  - (4). Documentation of the maintenance of appropriate and accessible records and copies of submitted reports
  - (5). Copies of the results of assessment instruments, progress reports, surveys, questionnaires and/or annual evaluation reports as appropriate
  - (6). Documentation of workshops, training courses or other development programs related to the duty.
  - (7) A summary of completed advisor surveys compiled by the Chair.
- c. Other Materials**
- Any other materials may be submitted which serve to document the candidate's performance of their primary duties.

**2. Relative Importance of Performance of Primary Duties**

The division of CUEs between teaching and primary duties will dictate the relative importance of these two categories. The statement of assigned duties and/or listing of goals and objectives for grant funded activities will be the guiding document for evaluation of activities related to the primary duties.

**3. Performance of Primary Duties Criteria**

**a. Program performance plus required meetings and reports.**

Evaluation of a candidate's performance of primary duties will be based on the candidate's demonstration of the effectiveness of her/his execution of assigned responsibilities; as documented by the materials submitted for evaluation, documentation of attendance at required meetings, and copies of required reports.

**b. Training of Personnel**

Where appropriate, evidence of personnel training (i.e. tutors, chemical disposal training, master teachers etc.) should be documented.

**c. Program Improvement/Acquisition of Resources**

Significant improvements to a program and/or acquisition of resources to improve a primary duty activity should be documented and

**d. Professional Development for Program Improvement**

These activities include but are not limited to: participation in short courses, conferences and workshops, and other program related, educational experiences. Documentation of participation must be provided for consideration.

**4. Guidelines for Evaluation of Teaching/Performance of Primary Duties**

It is the responsibility of the DPC to arrive at a judgment of the degree of effectiveness of performance in teaching/performance of primary duties based on the evidence presented in the portfolio. For the purpose of assigning a performance standard to the degree of effectiveness of

teaching and primary duties, the guidelines in Section I.B above, "Performance Evaluation and Evaluation Criteria, and Section I.C Minimum Requirements for Retention and Promotion", will be followed.

Guidelines for the evaluation of performance of teaching and primary duties shall be assigned an overall evaluation level, which reflects the division of duties as determined by the division of assigned cues. In the case of discrepancy between the two aspects of teaching and performance of primary duties, the DPC must decide on the overall rating.

## APPENDIX

### Department of Chemistry and Physics Unit B CLASSROOM VISITATION EVALUATION FORM

Faculty Member Being Evaluated \_\_\_\_\_ Class \_\_\_\_\_

Purpose of Evaluation \_\_\_\_\_ Retention in Year \_\_\_\_\_

#### A. Narrative Description Attached:

#### B. Lecture Evaluation Components:

	Superior Unsatisfactory	Significant	Highly Effective	Effective	Satisfactory	
1. Was the material clearly presented?	( )	( )	( )	( )	( )	( )
2. Was the material suitably organized?	( )	( )	( )	( )	( )	( )
3. Was the content of the lecture appropriate?	( )	( )	( )	( )	( )	( )
4. Was student interest stimulated?	( )	( )	( )	( )	( )	( )

#### C. Laboratory Evaluation Components

	Superior Unsatisfactory	Significant	Highly Effective	Effective	Satisfactory	
1. Were the lab materials available and suitable?	( )	( )	( )	( )	( )	( )
2. Was an appropriate introduction given to the experiment?	( )	( )	( )	( )	( )	( )
3. Was adequate consideration given to safety?	( )	( )	( )	( )	( )	( )
4. Was proper decorum maintained?	( )	( )	( )	( )	( )	( )

#### D. Overall Teaching Effectiveness Judged:

Superior Unsatisfactory	Significant	Highly Effective	Effective	Satisfactory	
( )	( )	( )	( )	( )	( )

Evaluated

By \_\_\_\_\_ Date \_\_\_\_\_

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