

MEMORANDUM

TO: Dr. Michael Edwards
Director, Counseling Center

FROM: Dr. Sandra Westbrooks
Provost and Vice President for Academic Affairs

DATE: September 14, 2012

RE: DEPARTMENTAL APPLICATION OF CRITERIA

The Departmental Application of Criteria are approved as submitted. They shall remain in effect for the duration of the 2010-2012 Agreement. The approved statement of criteria shall become effective September 1, 2012

Article 19 - Evaluation and Evaluation Criteria, Section 19.3 - Evaluation Criteria and Their Application Subsection 19.3.b. Departmental Application of Criteria, of the 2010-2015 Agreement, indicates that faculty members are to receive copies of the approved criteria. Subsection 19.3 .b.(5) states:

“All department employees and the Union Chapter President shall receive a copy of the approved statement of Departmental application of Criteria within (15) days of approval.”

Please provide a copy of the approved Departmental Application of Criteria to all bargaining unit members in your department.

cc: Dean
Contract Administrator
UPI President

DEPARTMENT OF COUNSELING

Preface

Counseling criteria differ from evaluation criteria used by teaching faculty and advising professionals in unique and distinct ways. The following narrative, therefore, may serve as essential background toward an understanding of the criteria applicable to the Counseling Center.

Counseling and therapy are processes involving a special kind of relationship between a person who asks for help with a psychological problem (the client or the patient) and a person who is trained to provide that help (the counselor or the therapist).

According to the Society of Counseling Psychology, a division of the American Psychological Association, Counseling Psychology is a general practice and health service provider specialty in professional psychology. It focuses on personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental and organizational concerns. The Society of Counseling Psychology also emphasizes the fact that counseling psychologists help people with physical, emotional and mental disorders, improve well-being, alleviate distress and maladjustment, and resolve crises. Furthermore, practitioners in this professional specialty also provide assessment, diagnosis and treatment of psychopathology.

Counseling is a purposeful relationship in which the therapist helps his or her client to become more self sufficient and self determining. The practice of psychotherapy helps clients explore patterns of cognition, affect, and behaviors to gain an understanding of their strengths and limitations, while helping clients manage, navigate and, at times, overcome interpersonal challenges. This increase in understanding of salient strengths and weaknesses facilitates self sufficiency and promotes mental health.

The process of counseling differs from the process of education in that counseling builds upon the principles offered by the educator, advisor, and the guidance professional, and translates these principles into the individualized situation of the client. The counseling process facilitates perspective taking from others point of view in the process of promoting and clarifying the individual client's perspective and the many complexities accompanied by developing a point of view that promotes a healthy outlook. The counselor helps the client evaluate various options, and helps the client act upon informed choices which resolve a problem situation or help the individual grow.

The goal of the counseling process is to enable the individual to establish, or strengthen attitudes, competencies, and behaviors that promote the successful use of coping skills and the enhancement of personal development over the course of a lifetime. Whereas educators/advisors tend to provide general principles of life and information in particular areas, the counselor specifically addresses him/herself to individualized problems or concerns. In short, the counseling relationships involve one or more of such areas of personal, social, academic, career, or stress concerns, often requiring the use of therapeutic interventions.

Counseling Faculty

The Counseling Department (also known as the Counseling Center) is staffed by five counseling and clinical psychologists. It provides free and confidential psychological and other consulting services, as well as consultation, to all members of the university community. The primary responsibility of the Counseling Department is to assist students in accomplishing their academic, vocational and personal development goals while also enhancing their psychological health and personal effectiveness. The Counseling Center provides an extensive array of brief services to attend to remedial, developmental and situational concerns that often interfere with student success.

The major portion of the service to students is through individual counseling with self-initiated and referred clients who are presently experiencing difficulty. The counseling faculty offers individual counseling and short term psychotherapy for a variety of personal, social, educational and vocational concerns. The Center also offers personality and vocational testing, as well as psychiatric consultation and medication management performed by a consulting psychiatrist who works directly with Counseling Center clients.

Preventive and developmental outreach programs are also an important function of the Counseling department and may include group counseling. Other outreach services include limited counseling with other campus offices, parents, spouses and agencies upon request of the student and by written permission of the student. Department faculty also help other faculty and administrative staff to understand our student body, through involvement in educational planning and psycho-educational workshops and presentations. For problems experienced by clients that require extensive care or for services beyond the scope of the Center, referrals are made to community agencies. In addition to these services and programs, the Center faculty are capable of delivering a variety of courses that address the psychological problems and challenges of students transitioning to and succeeding in college.

I. University and Department/Division Intentions

A. University Mission Statement

Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service, and community development including social justice, leadership and entrepreneurship.

B. University Strategic Planning Goals and College Key Performance Indicators

Each of the six CSU strategic goals is aligned with a specific public agenda goal or CSU strategic issue which supports the fulfillment of the University mission. The six goals are Academic Excellence, Teaching and Research; Community Service and Engagement; Cost Efficiencies and Diverse Revenue Streams; Enrollment, Retention and Graduation; Strengthened Infrastructure; and Shared Accountability and Image. Together, these goals create *ACCESS* for every University stakeholder. The Key Performance Indicators for the College of Arts and Sciences parallel the University's Strategic Planning Goals.

C. Conditions for Employment

All CSU employees must complete the State of Illinois online ethics training, and Unit A teaching faculty are required to attend all department meetings (at no less than a 75% rate during an academic year). To be considered an active participant in the life of the university, teaching faculty are strongly encouraged to attend meetings in their department of appointment, attend university Town Hall meetings (and other important University events such as commencement, Honors Convocation, and University athletic and cultural events). Department heads may note in their annual review the degree of active participation as part of the personnel process. Where applicable, membership in a professional organization or professional licensure may also be required as a condition of employment at CSU.

II. The Departmental Application of Criteria (DAC)

A. DAC Preamble

The purpose of the Departmental Application of Criteria (DAC) is to provide criteria to identify areas of strength and weakness and to improve employee performance and counseling effectiveness where required. The document is organized according to three sections; teaching/primary duties, research, and service activities. Each section identifies the categories of accepted materials and activities, their relative importance, and the methods of evaluation.

B. Disciplines for this DAC

This DAC is for the social science discipline of psychology and will be used to evaluate Unit A and Unit B faculty in the following areas: Counseling Faculty who may have terminal degrees such as a PhD, PsyD or Ed.D in counseling psychology, clinical psychology educational psychology, counselor education or another strongly related area.

III. Departmental Personnel Committee (DPC)

A. Purpose

The purpose of a Department Personnel Committee shall be to review materials submitted by faculty members of the Department seeking retention, promotion, professional advancement increase (PAI) or tenure and to provide recommendations in accordance with the Contract. The dates for this process are specified in the annual University evaluation timetable.

B. Composition

The composition and voting policies of each Department Personnel Committee (DPC) will be determined by a Program's bylaws and will not necessarily be uniform across the College/Division. Individual Programs and Departments will also determine the procedure for naming peer reviewers and for developing the instrument used for peer and chairperson evaluations.

C. Duties

This committee shall be responsible for making recommendations on all matters involving retention, promotion, and tenure.

1. The Department Personnel Committee (DPC) of the Department of Counseling will act as a committee of the whole in all personnel evaluations.
2. All full-time bargaining Unit A members in the Counseling Center Department are members of the DPC. At the discretion of the committee, the department head may be invited to department meetings, but in a non-voting capacity.
3. A chairperson of the DPC shall be elected each fall by the DPC for a one - year term. The elected chairperson shall not serve for more than 3 consecutive years.

- D. The chairperson of the DPC shall be responsible for conducting the business of the DPC including, but not limited to, calling meetings of the DPC, providing transcripts of recommendations of the DPC, providing reasons in conjunction with the DPC for its recommendations, etc.
- E. The DPC will be convened at least once a semester, and on any other occasion when it has business to conduct. A quorum shall consist of a simple majority of the members.
- F. Due to the emergence of the newly negotiated Faculty Bargaining Agreement for 2010-2015, the subsequent evolution of the Departmental Application of Criteria and the timelines associated with the Personnel Action Calendar, the newly created DAC for academic departments will not be applied to tenure track faculty for a period of one year. The previous DAC (2007-2010) will be applied to all candidates applying for a personnel action such as retention, tenure or promotion.

IV. Policies Governing Personnel Decisions

Committee Procedures

Faculty members who are to be evaluated for retention, promotion, or tenure will be evaluated in the following manner:

1. The DPC will hold its formal evaluation meeting at least seven days prior to the calendar date for submitting its recommendation to the next step. DPC meetings will be called at a time which does not conflict with the schedule of its members. If a scheduled evaluation meeting conflicts with other official university responsibilities, such as delivering of a paper etc., within two days of receiving notice of the date of the formal evaluation meeting, the member of the DPC may request in writing, of chairperson of the DPC that the date of the formal evaluation meeting be changed. Such a request shall not be unreasonably denied. If an emergency or illness prevents attendance of a DPC member, the meeting will be rescheduled within a reasonable time frame to allow for full attendance of department members.
2. The faculty member being evaluated will be provided an opportunity to speak prior to any vote. No department member may be present to participate in a discussion of or vote on personnel actions concerning him/her.
3. Voting members will have an opportunity to interview the person being evaluated at the evaluation meeting.
4. Each member, regardless of rank or tenure status, may vote on and make recommendations concerning retention, tenure, or promotion evaluations.
5. Each member of the DPC is expected to participate in all personnel decisions and will have one vote. All voting will be by secret ballot.
6. A departmental recommendation requires a simple majority of those voting. Members of the DPC who do not attend the formal evaluation meeting forfeit their right to vote, recommend or

register an opinion in the evaluation process.

7. The written personnel action shall reflect the consensus of the committee's evaluation of the faculty member, including the faculty member's strengths and limitations, as well as majority and minority opinion. The person being evaluated will hear the outcome of the vote from the committee chair as the committee is still in session.
8. In the event of a negative vote, the person being evaluated will have the benefit of three working days to enter into full discussion with the committee and ask reconsideration. A second final vote will be taken.

V. Evaluation Criteria for Unit A Faculty

The degree of effectiveness of performance of each faculty member who is covered under Unit A of the *Contract* and who is being considered for retention, promotion, PAI, tenured-faculty review, or tenure shall be evaluated in the areas of teaching/performance of primary duties, research/ creative activity, and service. The criteria by which these areas shall be evaluated are set forth in Sections V-VII of this document. Counseling/Performance of Primary Duties is considered the most important of the three areas of evaluation as stipulated in *Contract* Article 19.3.a.1. In general, research/creative activities and service are regarded as having equal importance.

The Minimum Performance Requirements for Unit A faculty in each of the three areas of evaluation is shown in the table below for each personnel action. These Performance Requirements are as designated in the current *Contract* in Article 19.3.b.2. For a summary of the criteria for each Performance Requirement (Appropriate, Satisfactory, Exemplary, etc.), please see the expanded table on the following page.

Personnel Action	Teaching/ Primary Duty	Research/ Scholarship	Service
First year retention	Satisfactory	Appropriate	Appropriate
Second year retention	Satisfactory	Satisfactory	Satisfactory
Third year retention	Effective	Highly Satisfactory	Highly Satisfactory
Fourth year retention	Highly effective	Effective	Effective
Fifth year retention	Significant	Highly effective	Highly effective
Tenure	Superior	Significant	Significant
Associate Professor	Superior	Significant	Significant
Full Professor	Superior	Superior	Superior
Post-Tenure Review	Adequate/Exemplary	Adequate/Exemplary	Adequate/Exemplary
PAI	Superior	Superior/Significant	Superior/Significant

Notes for the following table:

1. Activity is defined as a unique function occurring within the evaluation period. For instance,

maintaining a scientific instrument room counts as one activity, even though there may be multiple instrument rooms. However, in multi-year evaluations, instrument room maintenance can be counted once for each year that it was performed.

2. Activities In the Table are organized on a hierarchy of value labeled as A or B and are coupled with numbers to identify a specific classification of activity to be evaluated.
3. Materials in a higher category can be used as substitutes for lower requirements (where applicable and appropriate) but substitutions cannot reduce the quantity of activities required.
4. "(2) A1" indicates 2 A1 activities are required during the evaluation period. "(3) A2/B1" indicates that any combination of A2 plus B1 activities totaling three is required.

Performance Indicator	Teaching/Primary Duties	Research/ Creative Activity	Service Activities
Appropriate	N/A	(1) A1	(1) A1 plus (1) additional Category 1.
Satisfactory	"Satisfactory" rating for A.a plus (1) additional A activity (and "Satisfactory B.a rating plus (1) additional B activity if applicable)	(3) A1	(2) A1 plus (1) B1 plus (1) additional Category 1.
Highly Satisfactory	N/A	(3) A1 plus (3) A2/B1	(3) A1 plus (2) B1 plus (1) additional Category 1 plus (1) Category 2.
Effective	"Effective" rating for A.a plus (2) additional A activities (and "Effective" B.a rating plus (2) additional B activities if applicable)	(3) A2/B1 plus (1) B1	(3) A1 plus (2) B1 plus (3) additional Category 1 plus (1) Category 2.
Highly Effective	"Highly Effective" rating for A.a plus (3) additional A activities (and "Highly Effective" B.a rating plus (2) additional B activities if applicable)	(2) A2/B1 plus (2) B1 plus (1) B2	(2) A1 plus (2) B1 plus (3) additional Category 1 plus (2) Category 2.
Significant (1 year)	"Significant" rating for A.a plus (4) additional A activities (and "Significant" B.a rating plus (2) additional B activities if applicable)	(4) B1	(2) A1 plus (2) B1 plus (1) D1/E1 plus (4) additional Category 1 plus (2) Category 2.
Significant (Promotion to Associate Professor /Tenure)	"Significant" rating for A.a plus (10) additional A activities (and "Significant" B.a rating plus (4) additional B activities if applicable)	(10) A2/B1 plus (4) B1 plus (3) B2	(11) A1 plus (16) additional Category 1 activities with at least one activity in groups B, C, D, and E; plus (5) Category 2.
Superior (1 year)	"Superior" rating for A.a plus (6) additional A activities (and "Superior" B.a rating plus (6) additional B activities if applicable)	(10) A2/B1 plus (6) B1 plus (3) B2	(2) A1 plus (2) B1 plus (1) C1 plus (1) D1 plus (1) E1 plus (3) additional Category 1 plus (4) Category 2.
Superior (Promotion to Full Professor)	"Superior" rating for A.a plus (12) additional A activities (and "Significant" B.a rating plus (6) additional B activities if applicable)	(10) A2/B1 plus (6) B1 plus (3) B2	(6) A1 plus (16) additional Category 1 activities with at least one activity in groups B, C, D, and E; plus (10) Category 2.

Exceptional	“Superior” rating for A.a plus (30) additional A activities (and “Significant” B.a rating plus (10) additional B activities if applicable)	(30) A2/B1 plus (10) B1 plus (15) B2	(6) A1 plus (50) additional Category 1 plus (30) Category 2.
Adequate	“Highly Effective” rating for A.a plus (3) additional A activities (and “Highly Effective” B.a rating plus (2) additional B activities if applicable)	(2) A1 plus (2) B1/A2	(3) A1 plus (2) B1 plus (2) additional Category 1 plus (1) Category 2.
Exemplary	“Significant” rating for A.a plus (4) additional A activities (and “Significant” B.a rating plus (2) additional B activities if applicable)	(2) B1/A2 plus (1) B2	(2) A1 plus (2) B1 plus (1) C1 plus (1) D1 plus (1) E1 plus (3) additional Category 1 plus (4) Category 2.

VI. Categories of Materials and Activities, Relative Importance, and Methods of Evaluation for Counseling /Performance of Primary Duties.

The two aspects of the category Counseling/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: **A. Counseling** and **B. Performance of Primary Duties**. The counseling section is first and the performance of primary duties follows immediately after and before the secondary duties. The breakdown of the evaluation activities for both **Counseling (A)** and **Primary Duties (B)** are summarized in the tables below.

It is expected that each portfolio will include a teaching/primary duties narrative. The narrative will explain, among other things, how the candidate meets the established criteria. It will also document changes made to clinical/program effectiveness during the evaluation as a result of assessment activities and will describe how faculty development activities have improved the candidate’s clinical skills and/or primary duty.

V. COUNSELING/PRIMARY DUTIES CATEGORIES	
A. COUNSELING/PRIMARY DUTY	B. PRIMARY DUTIES
a. Counseling performance	a. Primary duty performance
b. Other counseling related duties	b. Other primary duty related activities
c. Program development and revision	c. Program development and enhancement
d. Professional development related to counseling	d. Professional development related to primary duty

Counseling Materials (Type A Activities) to be Evaluated

A Activities	Materials to be Evaluated
a. Counseling performance	1. <u>General Materials</u> Evaluation of the primary duties is accomplished by the following categories: a. appropriate evaluation forms b. primary duty materials

c. additional supportive evidence

2. Specific Materials According to the duties assigned to the counselor, the counselor shall provide the following evidence:

a. individual counseling

i. client evaluations (Counseling Unit Form A)

ii optional supportive evidence demonstrating counselor effectiveness shall mean case consultation evaluations, co-therapy or group therapy observations and/or evaluations, and other materials developed for clients. An annual evaluation of counselor effectiveness as rated by clients and the chair of the department is required. If the faculty member has obtained tenure, a tenured faculty annual report is used to identify areas of strength and weakness and to improve performance.

The evaluation of the annual report shall consist of materials to substantiate performance in the areas of primary duties, research/creativity and service. For promotion or a professional advancement increase (PAI), the faculty members shall submit an evaluation portfolio containing evaluation materials in accordance with the DAC.

iii. peer evaluation (Counseling Unit Form - D) All members of the department will complete an annual peer evaluation to be submitted in the portfolio. The form used for peer evaluations will be (Counseling Unit Form-D) of the Counseling Department. The department chair will also submit the same evaluation as required by the contract and the DAC for the purposes of retention, tenure, and promotion based on the faculty member's status during the year the staff member is submitting his/her portfolio. Peer evaluations are completed for faculty members who are applying for retention, tenure, and promotion.

b. group counseling/workshops participant evaluations

i. peer evaluations

ii. planning and implementation materials

c .consultation, coordination or resource activities

i. contractor evaluation: from individual(s) requesting such assistance (appropriate form or documentation, or supportive letters)

ii. other appropriate evaluation materials (colleague, participant and/or consul tee evaluation, appropriate forms or documentation) planning and implementation materials

e .professional development

All members of the department will complete an annual peer evaluation to be submitted in the portfolio. The form used for

	<p>peer evaluations will be (Counseling Unit Form-D) of the Counseling Department. The department chair will also submit the same evaluation as required by the contract and the departmental criteria for the purposes of retention, tenure, and promotion based on the faculty member's status during the year the staff member is submitting his/her portfolio. Peer evaluations are completed for faculty members who are applying for retention, tenure, and promotion.</p> <ul style="list-style-type: none"> i. other supporting evidence (e.g. letters, memos, and other written forms of support) can be included in the tenure-track faculty member's portfolio by other faculty and/or academic administrators outside the department, when it is pertinent to the faculty member's eligibility for retention, tenure, and/or promotion. ii. materials demonstrating professional development (documented continuing education units literature reviews, organization development, seminars/workshops attended, etc.) iii. products reflecting counselor and/or Counseling Center development resulting from the following and similar activities: <ul style="list-style-type: none"> a. attendance at professional meetings and related conferences b. classes taken to update skills, e.g., computer technology applied to counseling c. accumulation of knowledge of a given topic d. special seminars or workshops e. community projects which draw upon ones expertise f. work toward a related degree g. licensure obtained as a Licensed Clinical Psychologist; LPC, LCPC h. certifications obtained as CADC, etc.
<p>b. Other counseling related activities</p>	<ul style="list-style-type: none"> i. Evidence of training students in research/creative activities ii. Evidence of training students as peer counselors iii. Evidence of student mentoring iv. Evidence of providing clinical supervision with student counselor training v. Evidence of providing consulting activities
<p>c. Program development and revision</p>	<ul style="list-style-type: none"> i. Original program materials such as problem(s) identification, novel/original interventions. ii. Updates to lecture material. iii. Evidence of efforts to develop/update/change existing or new programs.

d. Professional development for counselor improvement	i. Documentation of participation in activities that contribute to development and improvement of clinical skills.
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VI. Categories of Materials and Activities, Relative Importance, and Methods of Evaluation for Teaching (A) Activities and Methods of Evaluation

Counseling Faculty can include teaching assignments in the portfolio if they are a part of the regular 36 Cue Load and identified as meeting the requirement for secondary duties. If teaching duties are for the result of an override in another department, they cannot be included as part of the portfolio package. For all counseling faculty, the evaluation of classroom performance is a secondary activity. While other benchmarks and performance standards in the portfolio must be considered as a whole indicating professional development, an appropriate emphasis shall be given to teaching activities when appropriate. For this reason, it is expected that each portfolio will include a narrative submission regarding teaching activities. The narrative should explain how the candidate meets the criteria, all changes made during the evaluation period due to assessment activities, how faculty development activities have improved teaching, and evidence for each claim presented in the portfolio. Evaluation of a candidate's teaching will include consideration of the candidate's effectiveness in the following areas: 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 material clearly and effectively; ability to encourage and interest students in the learning process; and in student advisement, counseling and direction of individual learning activities. Below are specific instructions regarding the evaluation of A activities:

Course Syllabi

Syllabi are expected to clearly define the following: course description; course objectives/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; a calendar of activities for the course; 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 other materials; laboratory/studio safety rules (if appropriate); link to the university student evaluation site <http://www.csu.edu/course-eval>; information about field trips if required; and policy concerning plagiarism. 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. All syllabi should be in the Higher Learning Commission format, and include items required for specific accrediting agencies when appropriate, and include items required for specific accrediting agencies where appropriate. For courses where a 4000-level class meets with a 5000-level class, it is expected that the two classes will have different syllabi, different learning outcomes, and

different assessment measures. It is important that outcomes measure of range of learning outcomes.

The two aspects of the category Teaching/Performance of Secondary Duties are to be weighted in their evaluation in proportion to the assignment of CUEs for that aspect. Because each of these aspects is quite different, the categories, importance, criteria, and guidelines for each aspect will be covered in two parallel sections: **A. Teaching** and **B. Performance of Secondary Duties**. The breakdown of the evaluation activities for both **Teaching (A)** and **Secondary Duties (B)** are summarized in the tables below.

It is expected that each portfolio will include a teaching/secondary duties narrative. The narrative will explain, among other things, how the candidate the meets established criteria. It will also document changes made to course instruction during the evaluation as a result of assessment activities and will describe how faculty development activities have improved the candidate's teaching and/or secondary duty.

VI. TEACHING/SECONDARY DUTIES CATEGORIES	
A. TEACHING	B. SECONDARY DUTIES
a. Classroom performance	a. Secondary duty performance
b. Other teaching related duties	b. Other Secondary duty related activities
d. Curriculum Development and revision	e. Program development and enhancement
f. Professional development related to teaching	d. Professional development related to secondary duty

VI.1. Teaching Materials (Type A Activities) to be Evaluated

A Activities	Materials to be Evaluated (Any item with an asterisk must be submitted)
e. Classroom performance	<ul style="list-style-type: none"> i. Revised faculty workloads for the evaluation period.* ii. All peer and chair evaluations during the evaluation period.* iii. Summary of student evaluations (with student comments) for each course evaluated during the review period. This includes online and hybrid courses.* iv. The course syllabus, the final exam/project, and a representative hour exam/assignment for each different course taught during the evaluation period.* v. Classroom assessment data submitted for program assessment report.* vi. The following may also be submitted:

	<ul style="list-style-type: none"> a. Additional quizzes, or exams. b. Handouts, study guides, objectives, assignments. c. Graded or un-graded student assignments. d. Signed statements relating to teaching performance. e. Teaching awards. f. Class grade distributions. g. Materials from tutoring and help sessions. h. Evidence that academic early warnings were submitted. i. Other materials.
f. Other teaching related activities	<ul style="list-style-type: none"> i. Evidence of training students in research/creative activities ii. Evidence of training students as teaching assistants iii. Evidence of student mentoring iv. Evidence of assisting with study groups/tutoring groups
g. Curriculum development and revision	<ul style="list-style-type: none"> i. Original instructional materials such as homework problems, novel/original learning aids, and new laboratory/hands-on activities/creative activities. ii. Updates to lecture material. iii. Evidence of efforts to develop new courses, update existing courses, or change program curriculum.
h. Professional development for teaching improvement	<ul style="list-style-type: none"> i. Documentation of participation in activities that contribute to course development and improvement of teaching.

Course Materials

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

Student Evaluations

Faculty shall give their students, except those enrolled in practicum, 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. The faculty member will place in their portfolio the evaluations for each course evaluated (including student comments) during the review period. The DPC will determine how results from student evaluations are translated into a Performance Indicator (Satisfactory, Significant, etc.)

Teaching Assessment Activities

All classes must have some form of assessment as stated in the syllabus. For those courses required to do special assessment activities for accreditation, general education, or other that the department designates, additional assessment instruments must be administered. 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 findings of the assessment data in their courses.

Peer/Chairperson Classroom Visitations

Each candidate for retention, promotion, tenure, or a PAI shall include the results of at least two recent classroom visitations by peers and one classroom visitation by the chairperson. Each visitor shall complete the “Classroom Visitation/Evaluation Form” approved by the department. The completed form should be copied to the faculty member visited, to the DPC chairperson, and to the department chairperson. Procedures for selecting peer evaluators will follow the Program’s bylaws.

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.

Professional Development Activities for Teaching Improvement

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

VI.2. Secondary Duty Materials (Type B Activities) to be Evaluated

Types of B Activities	Materials to be Evaluated
a. Research Release Time	1. Letter of evaluation. 2. Synopsis of activities related to the secondary duty.
b. Program Coordinator or Administrative Release Time	1. Letter of evaluation. 2. Synopsis of activities related to the secondary duty.
c. Academic Release Time	1. Letter of evaluation. 2. Synopsis of activities related to the secondary duty.
d. Assessment Release Time	1. Letter of evaluation. 2. Synopsis of activities related to the secondary duty. 3. Representative assessment reports. 4. Evidence of attendance at assessment meetings.
e. Advising Release Time	1. Letter of evaluation. 2. Synopsis of activities related to the secondary duty. 3. Summary of completed advisor surveys (if available) 4. Evidence of attendance at advising meetings.
f. Other Type of Release Time	1. Letter of evaluation. 2. Synopsis of activities related to the secondary duty.

VI.3 Relative Importance of Secondary Duty (B) Activities and Methods of Evaluation

The performance of secondary duties (beyond required classroom activities) is as central to the teaching function of the institution as direct instruction. The acquisition of resources, activities directed at program improvement and other professional development activities that are assigned must be evaluated. The division of CUEs between teaching and secondary duties, as listed on the approved and revised faculty workload assignment, will dictate the relative importance between these two categories where required. Compensated duties or other activities where release time has been provided do not diminish the importance of direct instructional activities, but should be viewed as significant in accord with one's professional development and the mission of the university. Below are specific instructions regarding the evaluation of B activities:

Letter of evaluation

The letter of evaluation for each secondary duty should include a statement of assigned duties, a listing of goals and objectives for the release time, and an assessment of the faculty's member performance of duty. The evaluation should be completed by the direct supervisor of the re-assigned time activity. For portfolios containing multiple years, only one letter of evaluation for each activity is required.

Synopsis of activities related to the secondary duty

Documentation of attendance at College and University meetings as appropriate. Documentation of the maintenance of appropriate and accessible records and copies of submitted reports. Documentation of workshops, training courses or other development programs related to the duty. If release time has been granted for research, then a narrative summary of the research performed must be included. Details of the conduct of research however will still be reported in the research section. If release time has been granted for being a program coordinator, then a narrative summary of the activities performed must be included. Details of the results of being a program coordinator will still be reported in the service section.

Program Improvement/Acquisition of Resources

Significant improvements to a program and/or acquisition of resources to improve a secondary duty activity should be documented and explained (example: an advisor develops a method for improving the quality and efficiency of advising).

Professional Development Activities for Teaching Improvement

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

VII. Categories of Materials and Activities, Relative Importance, and Methods of Evaluation for Research /Creative Activities.

Research and Creative Activity is important to the intellectual life of the university. A record of all research activities, supporting evidence, and summative narrative should be organized according to the two categories listed below, the guidelines for evaluation, and the relative

importance of the activity. The list is not meant to be exhaustive, rather illustrative of the types of research to be included in the portfolio.

Faculty members shall not be restricted or limited in the area in which they engage in scholarly activities. The most significant criterion for evaluation shall be evidence that the candidate is attempting to contribute to the literature of the discipline. No limits are to be placed on the kinds of research or creative activities selected, as long as there is a demonstrable relationship between the candidate's contribution and their academic area. The categories that follow, and the activities listed within each category, are meant to exemplify these activities and their ranking and relative importance. Each faculty member is encouraged to consult with a member of the DPC concerning their activities and the appropriate category to be used given the documentation presented.

Relative Importance of Research/Creative Activities

All research and creative activities submitted in the portfolio must be clearly identified according to the four categories listed above: A1, A2, B1, or B2. Activities in B1 and B2 represent a higher level of research achievement by clearly documenting the product of research while activities in A1 and A2 are those scholarly activities necessary for and leading to scholarly productivity. The ranking of the categories of research/creative activities is B2 > B1 > A2 > A1. For the purposes of fulfilling the performance standard required, extra activities in a higher category can be used to fulfill the performance requirements of a lower category. University and renowned publishers will be recognized as more significant than popular publications and presses; published work as more significant than presented work; nearly completed research activity has more significant than ongoing or newly originated research. Consideration will be given to the prestige of the conference, institution or granting agency as well as the audience for whom the research-related or creative activity is presented. Those research and creative activities that enhance the reputation of the university are more significant than those that enhance a unit of the university.

In all categories, the quality, scope, and professional stature of the activity will be judged by the DPC and chairperson as to whether the standard indicated has been fulfilled. Candidates will not only be judged on meeting the minimum quantity of activities required to fulfill the performance standard indicated but also their quality. It shall be the responsibility of the candidate to clearly articulate which standard is met, documentation for that standard and the significance of the activity. In cases where the quantitative standard is not met, a candidate can make an argument as to why their activities meet it qualitatively and when demonstrated may be deemed acceptable.

Classification of Research/Creative Activities

	Lower Achievement	Higher Achievement
Scholarly	A1: <ul style="list-style-type: none"> ▪ Producing Research Agenda ▪ Reporting Progress in Research 	A2: <ul style="list-style-type: none"> ▪ Organizing a Research-Related Professional Conference ▪ Non-Peer Reviewed E-Media

<p>Activities</p>	<ul style="list-style-type: none"> ▪ Attend Research Conference or Research Skills Workshop ▪ Complete Literature Review ▪ In Research-Related Area ▪ CSU Presentation/Performance ▪ Panel Discussant ▪ Unsuccessful Submitted ▪ Internal Grant Proposal 	<p>Publication</p> <ul style="list-style-type: none"> ▪ Participatory Research Project ▪ Completing a Book Review ▪ Serving as a Grant/Manuscript Reviewer ▪ Presentation/Performance at a Local/Regional Conference ▪ Invited Review of Research-Related or Original Creative Works/Program Design ▪ Editor of a research-related refereed journal ▪ Demonstration of Significant Progress on Research (draft chapters, full revisions)
<p>Research Productivity</p>	<p>B1:</p> <ul style="list-style-type: none"> ▪ Submitted External Grant ▪ Submitted Peer-Reviewed Manuscript ▪ Successful Internal Grant ▪ Invited Conference Presentation ▪ Presentation/Performance at a National/International Conf. ▪ Successful Non-Peer-Reviewed Journal Article/Grant ▪ Student Research/Training ▪ Student Thesis Supervision or Project Supervision ▪ Working on activities for a multi-year grant not claimed as B2 ▪ Original Translation Published short-form essay in a peer-reviewed book or journal (such as encyclopedia) 	<p>B2:</p> <ul style="list-style-type: none"> ▪ Published Book/Monograph/Chapter in Discipline-Related Research Area ▪ Published journal article in a Discipline-Related Research Area ▪ Peer-reviewed/Juried performance ▪ Funded Peer-Reviewed External Grant Related to Research Agenda (as PI or co-PI) <p>Note: Not all required B2 activities can be fulfilled by successful grants, at least one activity must be in another B2 area for promotion and/or tenure.</p>

Specific Details Regarding “B” Activities

- Publications, monographs, books, and articles count as a B2 activity if they have been reviewed in a peer-reviewed competitive process and have either appeared or been accepted for publication.
- A competitive grant renewal would also count as a separate B2 activity, whereas a non-competitive renewal would count as a B1 activity.
- Funded multi-year grants count as a B2 activity, then can count as a B1 activity subsequent years until the grant end.

- All successful external grant proposals count as a B2 activity regardless of the amount of the grant. All earmarks and gifts are not B2 activities. A successful grant from another institution for which a CSU faculty member is a listed co-PI on the grant counts as a B2 activity. If they are only listed as a subcontractor, the activity is a B1 activity.
- In order for a “manuscript or grant in progress” to be counted as a “B1” activity in a subsequent year, the candidate must demonstrate that reasonable progress has been made on the manuscript or grant since it was last claimed as a “B1” activity.

Materials to be submitted for evaluation of Research/Creative Activities

a. Materials which may be submitted in the evaluation portfolio include the following:

- (1). Research/Creative activities agenda if it is being used to fulfill a performance standard.
- (2). A narrative of research/scholarly progress since the last evaluation, including how students were involved in the research project.
- (3). Copies of all successful publications and abstracts.
- (4). Cover page, abstract, and grant award letters for all successful grants.
- (5). Conference proceedings which list the candidate’s presentations and /or contributions
- (6). Documentation of attendance at research conferences, workshops, or other developmental activities, with a narrative explaining how the activity assisted the candidate’s research agenda.
- (7). Letter of invitation to serve as a reviewer for grants, books, monographs, or articles
- (8). Representative samples of research, grants, or manuscripts in progress

b. Materials which may be included in the evaluation portfolio include but are not limited to:

- (1). Grant or manuscript reviewer’s comments
- (2). Book/performance reviews
- (3). Evidence if improvements made to research infrastructure.
- (4). Cover page, abstract and reviewer comments of unsuccessful grants,
- (5). Professional correspondence

VII. Categories of Materials and Activities, Relative Importance, and Methods of Evaluation for Service Activities.

Service activities are as important to the life of the university as other professionally related duties. As part of service, faculty are encouraged to participate in campus cultural activities, athletic events, College meetings, Town Hall meetings, Commencement, and other related activities. Participation in these activities can be mentioned by chairpersons in faculty evaluations to show a candidate’s dedication to the University, but these activities should not be included in service activities of the portfolio.

A record of all service activities, supporting evidence, and summative description should be organized according to the five categories listed below, the guidelines for evaluation, and the relative importance of the activity. The list is not meant to be exhaustive, rather illustrative of the

types of service activities to be included in the portfolio. Faculty members applying for promotion or retention should review the language in the DAC and consult with colleagues and DPC members to ensure that items included in the portfolio are appropriate for one of the following groups:

- A. Service to the Department
- B. Service in Areas of Enrollment, Recruitment, Retention, and Graduation
- C. Service to the College and the University.
- D. Service to the Profession, Discipline, or Field
- E. Service to the Community

There are many ways a faculty member can contribute to the mission of the university through service contributions. This document intends to provide a way to evaluate diverse service contributions given the audience for whom the activity is conducted as well as the nature and scope of the service and its relation to the institution. Where the nature of the service activity is unique or unusual, a written narrative explaining the nature of the activity should be in the portfolio. Where the candidate is requesting consideration for a specific designation for the activity, the request should be clearly stated in the initial summative statement and the decision of the DPC regarding the inclusion of a particular service activity in the portfolio should be specified.

Relative Importance of Service Activities

While the nature and degree of service activities depend on many factors, some general principles can guide their evaluation. Service activities should be public, purposive and professionally related to one's academic training. Service should be uncompensated and voluntary (other than *honoraria* received as a result of certain professional activities). The nature and degree of participation, length of service, and relationship of service to the individual's assigned responsibilities to the university will be considered and should be clearly articulated by the candidate. Finally, the expectation of service to the larger community and within one's professional affiliation increase (rather than decrease) over time. As one becomes more engaged in one's profession, the quantity and quality of professional contacts should naturally increase. Service enhancing the reputation of the university is more significant than service to a unit of the university.

At all times the candidate for promotion and retention can propose to the DPC that certain activities be given special consideration, be counted in a different category, or be included in the portfolio though the activity seems outside the acceptable realm. Such requests must be made in writing within the portfolio and the DPC should, in its evaluation, explain its decision to accept the candidate's appeal of the ranking and/or inclusion of a particular service activity.

Service Materials to be Evaluated

The candidate should submit a portfolio that includes documentation organized according to the following list of activities. The list below is not meant to be exhaustive but illustrative of the types of service activities which may be included. A Category 1 departmental service activity would be referred to as an "A1" service activity.

<i>Service Group</i>	<i>Category 1 (lower level of effort)</i>	<i>Category 2 (higher level of effort)</i>
A. Service to the Department	<ul style="list-style-type: none"> ▪ Participation in Department Committees ▪ Administrative functions as assigned by the Chair or Dean such as departmental webmaster, departmental newsletter editor, or departmental seminar coordinator ▪ Advisor to student clubs or groups ▪ Speaking to classes of other faculty members within the department ▪ Maintenance of departmental equipment ▪ Classroom observations of peers ▪ Mentoring faculty ▪ Lending professional skills or expertise to the department for the advancement of the departmental mission 	<ul style="list-style-type: none"> ▪ Chairing a department committee which met regularly and required effective planning and organization ▪ Organizing departmental seminars ▪ Organizing/producing public events sponsored by the department ▪ Developing written material for, or performing evaluations of new initiatives in the department ▪ Service on a department committee which met regularly and required significant work of its members outside the meetings, such as Program Review committees and accreditation committees. • Service on a department committee which required authorship of significant documents, such as a grant or NEPR committees
B. Service in Areas of Enrollment, Recruitment, Retention, and Graduation	<ul style="list-style-type: none"> ▪ Career counseling and internship supervision of students ▪ Assistance with departmental promotional activities. ▪ Participation in departmental recruitment/admission activities ▪ Formal involvement in the recruitment of students ▪ Service an advisor to a student club ▪ Preparing ERG documents or reports as assigned by the Chair or Program Coordinator 	<ul style="list-style-type: none"> ▪ Developing an articulation agreement with another institution ▪ Developing and organizing a marketing strategy for the College or University. ▪ Serving as an advisor to student club requiring significant contributions of time and effort. ▪ Organizing campus events which promote departmental/University ERG goals.
C. Service to the College and University	<ul style="list-style-type: none"> • Participation on College/University committees ▪ Faculty Union service ▪ Speaker at College/University seminars ▪ Formally representing the University at external events ▪ Lending professional skills or expertise to the College/University in advancement of the College/University mission 	<ul style="list-style-type: none"> ▪ Chairing a university or college committee which met regularly and required effective planning and organization ▪ Service on a university or college committee which met regularly and required significant work of its members outside the meetings, such as accreditation committees, UPC, and the IRB. • Service on a university or college committee which required authorship of significant documents.
D. Service to the Profession, Discipline, or Field	<ul style="list-style-type: none"> ▪ Participation in planning and implementing professional conferences or activities 	<ul style="list-style-type: none"> ▪ Holding offices in professional organizations ▪ Serving on boards, accreditation

	<ul style="list-style-type: none"> ▪ Assisting in the publication of professional newsletters ▪ Maintaining active membership in a professional organization through attendance at meetings, or participation in public forums. ▪ Editing/reviewing journal articles and books not directly related to research activities ▪ Invitation to review grants or manuscripts from a professional agency or journal ▪ Invitation to review creative works from a professional agency 	<p>teams, committees, councils, task forces, or advisory boards of professional organizations</p> <ul style="list-style-type: none"> ▪ Serving as a leader on a review panel
E. Service to the Community	<ul style="list-style-type: none"> ▪ Involvement in community activities which draw upon one's creative/academic skills ▪ Professionally related volunteer work. ▪ Professional speaking engagements in the community 	<ul style="list-style-type: none"> ▪ Board membership in community agencies related to the individual's professional discipline or specialization ▪ Completing a major project with a community organization.

All service activities in the five groups (A-E) above will be placed in a category based on the effort required of that activity. Category 1 activities shall consist of activities that require time and effort commensurate with the reasonable expectation of the faculty member involved in the activity. Category 2 consists of service activities that require time and effort above and beyond that expected in the normal performance of a Category 1 activity in the same service group. For a service activity to reach the level of Category 2, members of the DPC must accept the faculty member's claim that his/her performance of the activity rose to the level of leadership or extraordinary effort. For example, serving as a member of a committee (Category 1) requires a lower level of effort when compared to chairing the same committee (Category 2).

Methods of Evaluation of Service Activities

All service related activities must be clearly documented in the portfolio in any of the following ways:

1. Meeting Minutes with attendees listed
2. Letters of appreciation from committee chairs
3. Certificates of appreciation from institutional bodies
4. Flyers and announcements with the candidate's name listed
5. Copies of prepared documents (reports, proposals) with candidate's name listed

VIII. Non Tenure Track Faculty

A. Unit B Faculty-Clinical Faculty, Research Faculty, Lecturers

As stipulated in Articles 16 and 30 of the Contract Agreement, non-tenure track faculty are designated as clinical professionals or research professionals. All are eligible for academic rank but the conditions for employment and advancement vary as stated in the Contract Agreement, the requirements for the position and University policies and procedures are:

Clinical Faculty – Non-Tenure Track

(1) Clinical Faculty are responsible for supervising students in a clinical, experiential, or practicum setting, in addition to being engaged in teaching/counseling, research, and service depending on the nature of the appointment. They are eligible for annual reappointment and multiple-year appointments contingent upon, successful performance evaluations, program need and availability of funds. Terminal degrees may be required for hiring and advancement.

(2) Faculty holding these appointments may be hired and assigned the rank of clinical assistant professor, clinical associate professor, or clinical professor provided they meet the Chicago State University criteria for the proposed rank, or they hold the same rank at another university. In addition, faculty holding these appointment classifications may be promoted to clinical assistant professor, clinical associate professor, or clinical professor if their performance and/or credentials support such a promotion. The Provost will assign the designated rank.

(3) Each academic year, the University will seek to provide annual appointments to full-time Clinical Faculty. Upon request, the employee and the Union Chapter President shall be provided with written reasons for any appointment that is less than the period provided above.

(4) For Re-appointments (retention), the Clinical Faculty must meet the standards stated in the Contract and the Department Application of Criteria germane to their appointment. Reappointment is also subject to continuing satisfactory evaluations and available funding.

(5) Clinical Faculty who have attained five or more years of instructional service with the University are eligible for renewable three-year contracts if they have earned “superior” performance evaluations for their teaching/primary duties and “significant” performance evaluations for either their research/creative activity or service in the preceding five-year period, and “highly effective” in the remaining area.

(6) Any unpaid leave in excess of six months granted during a multi-year contract will void the appointment. After the leave has been completed, a new multi-year contract shall be issued if, in the previous five years, the Clinical Faculty member has attained two “significant” evaluations.

(7) Multi-year Clinical Faculty appointments shall not be construed as any form of tenure or guaranteed employment beyond the terms and conditions specifically set forth in this Article.

c. Research Faculty – Non-Tenure Track

- (1) Research professor appointments are for individuals employed on research projects funded by external grants and contracts whose primary responsibility is to contribute to the research mission of the University. They may have limited teaching and/or service responsibilities as related to their research agenda. Faculty holding these appointments are experienced, independent researchers who have qualifications comparable to those expected of the tenurable ranks, and the appointee is expected to make significant contributions in research. They will be assigned the rank of term research professor, assistant research professor, associate research professor, or research professor. They are also eligible for promotion to a higher rank. In addition, faculty holding these appointment classifications may be promoted to Research Assistant Professor, Research Associate Professor, or Research Professor if their performance and/or credentials support such a promotion. Terminal degrees are required for hiring and advancement.
- (2) Research Faculty may be hired and assigned any of the above titles, provided they meet the Chicago State University criteria for the proposed rank, or they hold the same rank at another university. The instructional unit recommending the appointee will also recommend criteria according to the DAC for promotion and reappointment of the faculty member. The Provost will assign the initial designated rank. Reappointment and promotion criteria for appointees follow the Contract and Departmental Application of Criteria, and these will be listed in their hiring letter.

Note: Each employee shall receive an individual employment contract upon initial appointment. The initial contract or appointment letter shall specify the period of appointment; the type of appointment; the rank of the individual; the evaluating department; the probationary year; and the salary.

Clinical Faculty Appointments

a. The appointment of a Unit B clinical faculty professional shall be contingent upon program need, performance evaluation, and availability of funds and shall be compensated at a rate specified in Section 41.1. Eligibility requirements for inclusion as a clinical faculty member in Unit B are defined in Appendix I. All part-time clinical faculty (50 percent or more service, but less than 100 percent) are Unit B members. Clinical professionals may be hired and assigned the rank of clinical assistant professor, clinical associate professor, or clinical professor designations provided they meet the Chicago State University criteria for the proposed rank, or they hold the same rank at another university. In addition, clinical faculty may be promoted to clinical assistant professor, clinical associate professor, or clinical professor, if their performance and/or credentials support such a promotion. The Provost will assign the designated rank.

b. Each academic year, the University will seek to provide appointments to Clinical Faculty of at least two semesters. Upon request, the employee and the Union Chapter President shall be provided with written reasons for any appointment that is less than the period provided above.

c. Reappointment Roster for Clinical Faculty

(1) By February 15th of each academic year, all employees holding Unit B Clinical Faculty appointments shall notify in writing the Chair of the department in which they hold their appointment if they wish to be considered during the subsequent academic year for any available Clinical Faculty appointment for which they are qualified.

(2) If an employee's address and/or phone number changes between February 15th and the beginning of the subsequent academic year, it shall be the employee's responsibility to notify the Department Chair in writing of that change.

Lecturer Appointments

a. The appointment of a Lecturer shall be contingent upon program need, performance evaluation, and availability of funds and shall be compensated at a rate specified in Section 41.1. Faculty with temporary appointments (Lecturers) may be hired and assigned the rank of instructor, visiting assistant professor, visiting associate professor, or visiting professor provided they meet the Chicago State University criteria for the proposed rank, or they hold the same rank at another university. In addition, Lecturers may be promoted to visiting instructor, visiting assistant professor, visiting associate professor, or visiting professor if their performance and/or credentials support such a promotion. The Provost will assign the designated rank.

b.

(1) Each academic year, the University will seek to provide appointments to Lecturers of at least two semesters. Upon request, the employee and the Union Chapter President shall be provided with written reasons for any appointment that is less than the period provided above.

(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.

(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.

(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.

(5) Notwithstanding the foregoing, all lecturer appointments are subject to the provisions of Article 30.2a.

(6) Any unpaid leave in excess of six months granted during a multi-year contract will void the contract. After the leave has been completed, a new multi-year contract shall be issued if in the previous five years the lecturer has attained two highly effective evaluations.

(7) Multi-year Lecturer contracts shall not be construed as any form of tenure or guaranteed employment beyond the terms and conditions specifically set forth in this Article.

c. Reemployment Roster for Lecturers

(1) By February 15th of each academic year, all employees holding non-multiyear Lecturer appointments shall notify in writing the Chair of the department in which they hold their appointment if they wish to be considered during the subsequent academic year for any available Lecturer appointment for which they are qualified.

Consideration for Tenure on the Basis of Exception

The provisions for applying for tenure in the Counseling Department on the basis of Exceptionality are stipulated in the Contract Agreement, Articles 22a-f, and include the following language.....

a. An employee who does not satisfy either (1) the educational requirements for tenure described in Section 22.6.a, above, or (2) the years of service requirement specified in Section 22.6.b, above, may apply for consideration for tenure in her/his third, fourth, fifth, or sixth year of full-time service in the bargaining unit at the University on the basis of exceptional performance in at least two of the following areas: teaching/performance of primary duties, research/creative activity, or service. If the employee elects to submit a portfolio early for tenure, then that individual is responsible for notifying the Department Chair and the Contract Administrator in writing by the time specified in the Personnel Action Timetable for his/her retention portfolio submission. This request should state that the individual is deferring consideration for retention and submitting a portfolio for tenure under the exceptionality clause of the Contract. The Contract Administrator will respond in writing of acceptance and copy the UPI Chapter President.

b. An employee who applies for consideration for tenure on the basis of Section 22.7.a shall present evidence in support of her/his claim of exceptional performance to the Department Personnel Committee and the Department Chair.

c. If the Department Personnel Committee and the Department Chair concur that the employee should be recommended for tenure, written recommendations, supported with written reasons based on evaluation criteria, application of criteria, and materials as specified in Section 19.4, shall be prepared and transmitted by the Department Chair and the Department Personnel Committee as provided in Sections 22.9 through 22.13 below, during the period for tenure review as specified in the Personnel Action Timetable.

d. If the Department Personnel Committee and/or the Department Chair makes a negative recommendation for tenure, the employee shall not further be considered for tenure until the next succeeding period of evaluation for tenure unless the employee is in her/his final probationary year. If the employee is not in her/his final probationary year and if, within two weeks of the receipt of a negative recommendation and as a result of consultation by the Union Chapter President, it is determined that a procedural error has been made in the evaluation of the employee, the error will be corrected, and the evaluation process will begin anew. If the employee is in her/his final probationary year, written recommendations, supported with written reasons based on evaluation criteria, application of criteria, and materials as specified in Section 19.4, shall be prepared and transmitted by the Department Chair and the Department Personnel Committee as provided in Sections 22.9 through 22.13 below. The portfolio moves forward. If the employee is not in her/his final probationary year, and if the employee subsequently applies for consideration for tenure as an exception to the educational requirements or years of service requirements for tenure, her/his application shall be considered and transmitted as provided in Sections 22.9 through 22.13 below.

If the employee is not in her/his final probationary year, and if, within ten working days of the receipt of a negative recommendation and as a result of consultation by the Union Chapter President with the Contract Administrator, it is determined that a procedural error has been made in the evaluation of the employee, the error will be corrected, and the evaluation process will begin anew.

e. In the event of a negative recommendation by either the Department Personnel Committee or the Department Chair on a request for exception, the Department Chair shall provide the employee with her/his recommendation and reasons, and the recommendation and reasons of the Department Personnel

Committee. The reasons shall be based on approved evaluation criteria, application of criteria, and materials as specified in Section 19.4.

f. If there is a negative recommendation and the employee is not in the final probationary year, the employee may request in writing to have his/her portfolio reviewed for retention on the basis of the employee's regular probationary year and move forward.

Promotion Criteria for Exceptionality

The language that shall be applied to all faculty in the Counseling Department who seek a promotion based on the exceptionality criteria shall be the same as that referenced in the Contract Agreement, Article 22.2, 22.3.....

21.2. Consideration for Promotion on the Basis of Exception (Tenured/Tenure-Track only)

a. An employee who does not satisfy either (1) the degree requirements or (2) years of service requirements specified in Section 21.1 above may apply for consideration for promotion on the basis of exceptional teaching/performance of primary duties, research/creative activity, or service.

b. An employee who applies for consideration for promotion on the basis of Section 21.2.a shall present evidence in support of her/his claim of exceptional performance to the Department Personnel Committee and the Department Chair.

c. If the Department Personnel Committee and the Department Chair concur that the employee should be recommended for promotion, written recommendations supported with written reasons based on evaluation criteria, application of criteria, and materials as specified in Section 19.4 shall be prepared and transmitted by the Department Chair and the Department Personnel Committee as provided in Sections 21.6 through 21.8 below.

d. If the Department Personnel Committee or the Department Chair makes a negative recommendation for promotion, the employee shall not be considered for promotion until the next succeeding period of evaluation for promotion. If, within two weeks of the receipt of a negative recommendation, and as a result of consultation by the Union Chapter President and the University President, it is determined that a procedural error has been made in the evaluation of the employee, the error will be corrected, and the evaluation process will begin anew. If the employee subsequently applies for consideration for promotion as an exception to the degree requirements or years of service requirement for promotion, her/his application shall be considered and transmitted as provided in Section 21.4 through 21.8 below.

e. In the event of a negative recommendation by either the Department Personnel Committee or the Department Chair on a request for exception, the Department Chair shall provide the employee with her/his recommendation and reasons, and the recommendation and reasons of the Department Personnel Committee. The reasons shall be based on evaluation criteria, application of criteria, and materials as specified in Section 19.4.

21.3. An eligible employee must apply to the Department Chair prior to the commencement of the promotion process in order to be considered for promotion. The evaluation period for promotions shall be the period since the beginning of the evaluation which resulted in the employee's promotion to her/his current rank at the University. If the employee has received no promotion at the University, the evaluation period for promotion shall be the period since her/his most recent appointment to a bargaining unit position at the University.

a. For Research and Clinical employees seeking promotion, the materials and recommendation shall be reviewed by the DPC, the Department Chairperson/Director and the Dean. Each shall submit a written recommendation to the appropriate University Vice President. Recommendations shall be supported with written reasons based on evaluation criteria, application of criteria, and materials as specified in Section 19.4 or, as applicable, hiring letter.

b. The appropriate University Vice President shall review all evaluation portfolios, promotion recommendations and supporting reasons submitted, and make a recommendation for the promotion of eligible Research and Clinical employees. The University President shall provide each eligible employee considered for promotion with a written decision by May 1. A negative decision shall be supported with written reasons based on evaluation criteria, application of criteria, and materials as specified in Section 19.4.

c. If research or clinical professionals receive a negative recommendation, they have three days in which to respond with a request for reconsideration of that recommendation.

H. Methods to Be Used By Performance Area

A. Evaluation Materials

The Counselor shall submit the appropriate evaluation forms for individual counseling, group programs, consultation/coordination/resource teaching or personal/interpersonal development.

1. Individual Counseling

The participant evaluation form for individual counseling shall be used in accord with the following procedure:

- a. The evaluation of counselors will take place two weeks during the fall and spring semesters. The two weeks will be successive and will be randomly selected by the director from the “peak weeks” for a given semester. Peak weeks will be determined by analyzing past utilization rates.
- b. Counselors will be given advance notice of the weeks selected for evaluations.
- c. All students who visit the center for counseling during the two selected weeks will be asked by the clerical staff to evaluate their counselor. An evaluation form will be completed by a regular client prior to the counseling session. (A regular client is one who has received individual counseling from their counselor at least one other time during the semester in which the evaluation takes place.) An evaluation form will be completed by a new counselee subsequent to the counseling session.
- d. All completed evaluation forms will be folded and placed in a locked box which will be given to the director who will supervise the compilation of data.

2. Group Counseling/Workshop

- a. The Chair shall specify in advance to the Counselor at least one of his/her group programs to be evaluated each year. The chair and at least one peer will observe and evaluate the designated program and provide written feedback.
- b. The Counselor will distribute client evaluation forms following *each* group program/workshop (Counseling Unit - Form B). To promote objective feedback, the counselor will request that a participant return completed forms to Counseling Center.

3. Consultation, coordination, and resource activities
When consultation, coordination, and/or resource activities are specified by the Annual Assignment of Duties, representative evaluations using the appropriate forms are to be presented.
4. Teaching
Each teaching assignment will require the use of teacher evaluation forms. Annual peer evaluations will be submitted by a mutually agreed upon evaluator and/or the supervisor. (See Form B)
5. Personal/Interpersonal professional development
The professional evaluation form will be completed annually by the professional, his/her supervisor and peers.

