

Wayne Watson, Ph.D.  
President



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March 27, 2013

Dr. Charlsetta Ellis  
Chair, Department Doctoral Studies  
College of Education  
ED 229

**RE: OFFICIAL TRANSMITTAL OF PRESIDENTIAL APPROVAL OF THE  
DEPARTMENT APPLICATION OF CRITERIA FOR THE DEPARTMENT OF  
DOCTORAL STUDIES**

Dear Dr. Ellis:

I have reviewed the revised Department Application of Criteria (DAC) for the Department of Doctoral Studies, which was submitted to the Office of the Provost. Based on my review, I hereby approve the revised version (see attached). Please share the approved DAC with the appropriate departmental employees.

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

Sincerely,

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

Wayne D. Watson

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

Attachment: Approved DAC

DEPARTMENT OF DOCTORAL STUDIES  
DEPARTMENTAL APPLICATION OF CRITERIA

2010-2015

Mission

The Department is committed to providing excellent preparation in educational leadership, curriculum and foundations. The department strives to balance theory with practice by offering appropriate field and hands-on experiences, as well as the highest possible caliber of academic programs. Reflected in both the quality of our programs, and the background of our faculty are (a) strong grounding in educational theory and research; (b) developing our students' skills in critical thinking and reflective practice; (c) modeling effective administrative and teaching practices; (d) fostering sensitivity to diversity in our students; (e) collaborating with other departments in the university; and (f) working in partnership with local educational organizations, and assisting in the development of effective and viable schools.

**Unit A Personnel (Tenure and Tenure Track Faculty)**

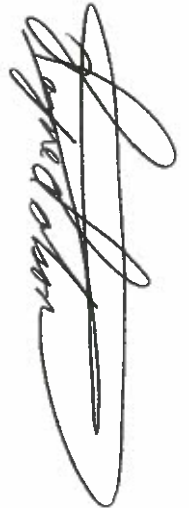
The degree of effectiveness of performance of each employee being considered for retention, promotion, or tenure will be evaluated in the areas of teaching/performance of primary duties, research/creative activity, and service. Teaching/performance of primary duties is considered the most important of the three areas of evaluation. Faculty of equal or higher rank will evaluate department members applying for promotion or retention. Tenured faculty of any rank will evaluate department members applying for tenure. Department members applying for the position of Chair of the Department be tenured faculty of any rank. All evaluation reports will include the approved departmental evaluation instrument.

**I. Teaching/Performance of Primary Duties**

**A. Categories of Materials and Activities**

1. Department Chair evaluation of teaching and performance of primary duties.
2. Peer evaluations of teaching.
3. Student evaluation of teaching.
4. Program/curriculum development related to current teaching assignment.
5. Strengthening teaching and learning for the purpose of advancing student academic achievement including incorporation of research findings into instruction, retention and academic support activities, writing across the curriculum, distance learning, advanced placement programs, assessment programs and improvement of developmental programs.

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OFFICE OF THE PRESIDENT  
**APPROVED**



6. Printed or electronic classroom materials related to current teaching assignment
7. Syllabi aligned to NCATE, SPA standards and program, course and student outcomes
8. Evidence of use, integration, and application of LiveText and/or Moodle for presentations, course assignments, grading, NCATE assessment, and other supplemental courseware
9. Cue bearing re-assigned time

## B Evaluation Methods

### **Category 1: Annual Peer and Chair Classroom Observations**

The faculty member being evaluated will have three classroom observations during the current evaluation period: one by the department chairperson and two by tenured/tenure track faculty members of equal or higher rank with three or more years of teaching experience at CSU: one peer evaluator must be from the department unless there is no one of equal or higher rank in the department, the other may be from any education program in the College of Education or the College of Arts and Sciences at CSU. The classes to be observed shall be agreed upon by the faculty member in conjunction with the peer evaluators and the department chairperson. The two peer evaluators will each provide a written summary of their evaluations using the department peer evaluation form. These written evaluations will be given to the faculty member for inclusion in the evaluation portfolio. A copy will also be given to the department chairperson. The average score on the department evaluation form is a guideline for rating weights of teaching effectiveness according to the following five-level scale (2.5 is lowest and 5.0 is highest) :

Level I	Satisfactory 2.5 – 2.9
Level II	Effective 3.0 - 3.3
Level III	Highly Effective 3.4 - 3.8
Level IV	Significant 3.9 - 4.4
Level V	Superior 4.5 - 5.0

### **Category 2: Student Evaluation of Instructor**

According to the Contract: —Each academic term, all students, except those enrolled in practica, tutorials, independent study courses, and other such course shall have the opportunity to evaluate their instructor’s teaching effectiveness in accordance with methods and procedures specified in the approved statement of Departmental Application of Criteria. All official student evaluations remain the property of the University. Faculty members will be evaluated each term using the evaluation instrument given online. Students will be reminded of the evaluation by the faculty member being evaluated, and will complete the evaluation by a time designated by the University. The department may choose to add items for all faculty members, and individual faculty members may add items to the instrument by contacting the instrument administrator. The evaluation results for the department-added items will be visible to the faculty member and the department chairperson. The evaluation results for the individual faculty-added items will be visible only to the individual

faculty member. The Online Course Evaluation Administrator will provide a summary of the evaluation results to individual faculty members and department chairperson. A copy will be included in the faculty member's department file. The rating weights of teaching effectiveness are as follows:

Level I	Satisfactory 2.5 – 2.9
Level II	Effective 3.0 - 3.3
Level III	Highly Effective 3.4 - 3.8
Level IV	Significant 3.9 - 4.4
Level V	Superior 4.5 - 5.0

### **Category 3: Course Materials**

Candidates are expected to provide to the reviewer at least two representative course materials, such as syllabi, LiveText and/or Moodle documentation and related information, which provide evidence of activities in this vital area. All materials need to conform to NCATE, ISBE, and College of Education guidelines.

Other cue bearing primary duties and related materials (which include but are not limited to):

Advising (i.e. advising log, e-mails sent to advisees, recommendations for tutorial services)

Assessment coordination (i.e. copies of draft or final reports)

Program facilitation (i.e. copies of draft or final reports)

Cohort coordination (i.e. copies of cohort visits, meeting logs)

Other re-assigned duties and related materials

These items will be rated according to the thoroughness and completeness of the paperwork. All paperwork must conform to NCATE, SPA/SPO, ISBE, and College of Education guidelines.

## **II. Research/Creative Activity**

### **A. Categories of Activities**

#### **Category I - Research/Creative Activity**

1. Publication of refereed journal articles, books, book reviews, book chapters or curriculum including film, video tape or other materials related to content field.
2. Original productions or presentations at meetings, conferences, seminars, workshops, etc. of national or international professional organizations.
3. Production of instructional materials for national or international professional organizations, schools and industries.
4. Development/facilitation of telnets/webinars (national, international).
5. Evidence of Internal Review Board (IRB) approved research that includes students.
6. Planning and organizing a professional national or international conference or colloquium.

7. Translation of a scholarly/creative book, published by a non-vanity press, in either print or electronic format.
8. Service as editor or co-editor responsible for the intellectual content of a book, or journal in either print or electronic format.
9. Visiting professor, visiting lecturer, or visiting scholar to another institution of higher learning of at least equivalent status with CSU in the area of the individual's expertise.
10. International or national fellowship/internship.
11. Evidence of submission of grants or contract proposals to governmental, foundational, and or private agency external sources that are generally considered to be highly competitive.
12. Faculty created programs, curriculum or other materials adopted by school districts, agencies or professional development organizations or industry.
13. Editor or co-editor responsible for the intellectual content of a book, or journal, or website in either print or electronic format.
14. Recognition of/award from an internal (e.g. CSU Award for Excellence in Research) or external source for research or creative activities.
15. Award of externally-funded grants, contracts, or research of more than \$10,000.

#### **Category II - Research/Creative Activity**

1. Original productions or presentations at meetings, conferences, seminars, workshops, etc. of local, state, or regional professional organizations.
2. Presentations at meetings, conferences, seminars, workshops, etc. of local, state, or regional professional organizations (does not include presentations at K-12 institutions).
3. Evidence of a research project approved by the Institutional Review Board.
4. Submission of manuscripts for publication in refereed journals, edited books, etc.
5. Production of instructional materials for local professional organization.
6. Presentation at teacher/librarian in-service and staff development programs.
7. Presentation of research-based practices, or review of recent research, or faculty development activities to departmental, college, or university forum.
8. Interim report on on-going research in area of expertise
9. Evidence of submission of grants or contract proposals to non-governmental, foundational, and/ or private agency external sources.
10. Presentation of a faculty member's unpublished research at departmental seminar or workshop.
11. Development of instructional materials for schools or industry.
12. Publication in a non-refereed, professional printed or electronic literature.
13. Creation of digital materials relating to research area that have significant following or citation (e.g. blogs, videos, etc.)
14. Invitations to speak at organizations outside of CSU regarding research areas.
15. Presentation of faculty member's research at department and college forums.
16. Evidence of manuscript in-progress for publication in a book.
17. Evidence of manuscript in-progress for book translation.
18. Evidence of proposal in-progress for presentation at refereed local, state, regional, national and/or international conference.

19. Presentation of review of recent research or —best practices to a departmental, college or university forum.
20. Research-related presentation at teacher in-service and staff development programs, internal or external to the University.
21. Submission of manuscripts for publication in refereed journals, edited books, etc.
22. Publication in a non-refereed professional publication (print or electronic format).
23. Citation in scholarly published works or other academic and scholarly recognition of accomplishment or contribution.
24. Submission for competitive government grant, contract, or research project to an external source.
25. Award of internally or externally-funded grants, contracts, or research of less than \$10,000.
26. Evidence of approval of an Institutional Review Board application.
27. Development/facilitation of telnets/webinars (local, state).

### **Category III - Research/Creative Activity**

1. Sharing information obtained from one of the above at department meetings (e.g. program or advisory).
2. Submission of a proposal for presentation at a symposium, professional conference or seminar.
3. Submission of an Institutional Review Board (IRB) application for approval.
4. Submission of proposal for internal or external grants.
5. Submission of proposal for internal or external contracts.
6. Evidence of manuscript in-progress for publication in non-refereed journal or other venue (print or electronic).
7. Evidence of work in-progress for participation in University-sponsored forum.
8. Evidence of work in-progress for presentation at professional development meeting.

### **B. Evaluation Methods**

Evidence of acceptable research activity includes publications, papers delivered, and grants funded. Two faculty peers selected by the DPC shall evaluate the research/creative activity performance of the candidate being evaluated for retention, promotion or tenure. Faculty peers will include the approved departmental evaluation instrument in their reports. The reviewing professors will complete the reports and copies will be distributed to the department chair, DPC chair, members of the faculty performing the evaluation of the candidate, and the candidate.

1. To receive a rating of appropriate, a candidate must provide evidence of a minimum of any two activities from any of the categories as specified in area II. A.
2. To receive a rating of satisfactory, a candidate must provide evidence of a minimum of two activities, at least one of which should be from category

II or III as specified in area II. A., including at least one submission for publication.

3. To receive a rating of highly satisfactory, a candidate must provide evidence of a minimum of three activities, at least two of which should be from category II or III as specified in area II. A., including at least one submission for publication.
4. To receive a rating of effective, a candidate must provide evidence of a minimum of four activities, at least two of which should be from category I or II as specified in area II. A., including at least one submission for publication.
5. To receive a rating of highly effective, a candidate must provide evidence of a minimum of five activities, at least two of which should be from category I or II as specified in area II. A., including at least one submission for publication.
6. To receive a rating of significant, a candidate must provide evidence of a minimum of eight activities from category I or II as specified in area II. A., including at least three publications of which one publication should be refereed.
7. To receive a rating of superior, a candidate must provide evidence of a minimum of ten activities from category I or II as specified in area II. A., including at least three publications of which one publication should be refereed.

### **III. Service**

Categories of materials and activities appropriate for the evaluation of service are categorized to demonstrate the order of their relative importance as evidence of effective performance. Categories of materials and activities include, but are not limited to those listed below. Sufficient and verifiable corroborating evidence is required for each activity. All the activities in the area of Service should not be compensated by the university or any other agency.

#### **A. Categories of Activities**

##### **Category I - Service**

1. Serve as an officer in a professional organization
2. Professional speaking engagement on campus or in the community
3. Provide professional services to students beyond the requirements of one's teaching assignments
4. Volunteer work which draws upon one's academic skills

5. Assist in ongoing University special programs beyond that of assigned workload for which there is no monetary compensation
6. Active participation on a College, University, or system-wide committee
7. Serve as an officer on College, University or system-wide committee
8. Serve on a local school council, school board, library board, community board (e.g. Municipal Parks & Rec), or any other professionally related board
9. Participate in school, library, or other professional reform activities
10. Mentor graduates who are first-year teachers (teacher induction).
11. Participate in committees or activities designed to increase cooperation with other institutions
12. Conduct, coordinate, and prepare program reviews at the state, national, international level such as NCATE/NASPE, NCA, and NRPA/AAPAR, ISBE, etc.
13. Writing NCATE or NCA reports
14. Serve on an accreditation team at the state or national level.
15. Sponsorship of student organizations
16. Planning and developing creative professional activities which significantly add to the field, such as conferences, seminars, workshops, etc.
17. Volunteer work to support the goals of the University or its surrounding community involving P-20 students.
18. Conducting continuing education workshops/in-services for teachers, librarians, and other professionals in the community for which there is no monetary compensation
19. Award for service at the national or international level
20. Planning/facilitating program meetings at the national or international level.
21. Participate in community advocacy work related to leisure/recreation/parks.
22. Serve on a dissertation committee
23. Collaboration with community organizations/partnerships including governmental agencies at the local, state, national, or international levels
24. Referee, juror, reviewer or editor of juried journal articles, textbooks or online web-based courses from a professionally recognized publisher of curriculum, film, video tape or other instructional materials related to content field in print and digital formats.
25. Planning a professional local meeting, conference, seminar, or workshop.

#### **Category II - Service**

1. Membership and documented attendance on a college, university, or system-wide committee
2. Service through union activities
3. Active participation on search committees
4. Serve as department recording secretary
5. Serve as an officer of a departmental committee
6. Serve on College of Education NCATE or HLC committee
7. Mentor a new faculty member
8. Serve on a committee in a professional organization
9. Serve as a peer evaluator for a faculty member in another department.
10. Active participation in College faculty meetings



11. Active participation on department committees
12. Write letters of recommendation for students
13. Volunteer work to support the goals of the University or its surrounding community
14. Visits to, or participation in, career days at high schools or community colleges for recruitment
15. Actively solicit funds to benefit the department, college, university, or community partners
16. Award for service at the local or state level
17. Sponsor student organization
18. Serve on program review committee
19. Membership and documented attendance on a local, state, regional, national, or international professional organization
20. Plan/facilitate program meetings at the local, regional, or state level.
21. Conduct, coordinate, and prepare department program reviews such as NCATE/NASPE, NCA, and NRPA/AAPAR, ISBE, etc., for which there is no compensation

### **Category III - Service**

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

### **B. Evaluation Methods**

The candidate will provide the DPC with a vita, which lists her/his service activities. In addition, the candidate will provide documentation of his or her service activities, including, but not limited to specific tasks performed, meetings attended, workshops and seminars, responsibilities assigned, committee minutes, testimony of the chair of the committee or presentation of written reports or descriptions. Service activities will include those of a professional nature and those, which are not a normal part of a faculty member's load.

Two faculty peers selected by the DPC shall evaluate the service performance of the candidate being evaluated for retention, promotion or tenure. Faculty peers will include the approved departmental evaluation instrument in their reports. The reviewing professors will complete the reports and copies will be distributed to the department chair, DPC chair, members of the faculty performing the evaluation of the candidate, and the candidate

1. To receive a rating of appropriate, a candidate must provide evidence of a minimum of any two activities from any of the categories as specified in area III. A.

2. To receive a rating of satisfactory, a candidate must provide evidence of a minimum of two activities, at least one of which should be from category II or III as specified in area III. A.
3. To receive a rating of highly satisfactory, a candidate must provide evidence of a minimum of three activities, at least two of which should be from category II or III as specified in area III. A.
4. To receive a rating of effective, a candidate must provide evidence of a minimum of four activities, at least two of which should be from category I or II as specified in area III. A.
5. To receive a rating of highly effective, a candidate must provide evidence of a minimum of five activities, at least two of which should be from category I or II as specified in area III. A.
6. To receive a rating of significant, a candidate must provide evidence of a minimum of six activities, at least two of which should be from category I or II as specified in area III. A.
7. To receive a rating of Superior, a candidate must provide evidence of a minimum of seven activities, at least four of which should be from category I or II as specified in area III. A.

#### **Annual Post-Tenure Evaluation**

The candidate will provide to the Department Chairperson a portfolio of her/his teaching/primary duties, research/creative activity, and service activities.

All tenured faculty must be evaluated each year. If tenured faculty receives two consecutive negative evaluations, that faculty member will undergo a remediation process as stated in the contract 19.4.c(4). The evaluation will include:

- a. Student course evaluations
  - b. Materials to substantiate teaching/primary duties, research/creative activity, and service
  - c. Materials in the personnel file
1. To receive *Adequate*, the tenured employee must earn an effective in teaching/primary duties, highly satisfactory in research/creative activities, and highly satisfactory in service.
  2. To receive *Exemplary*, the tenured employee must exceed the requirements for *Adequate*.

#### **IV. Required Performance Levels in all Three Areas (Teaching/Performance of Primary Duties, Research/Creative Activity, and Service)**

	<b>Teaching</b>	<b>Research</b>	<b>Service</b>
<b>Yr. 1</b>	Satisfactory	Appropriate	Appropriate
<b>Yr. 2</b>	Satisfactory	Satisfactory	Satisfactory
<b>Yr. 3</b>	Effective	Highly Satisfactory	Highly Satisfactory
<b>Yr. 4</b>	Highly Effective	Effective	Effective
<b>Yr. 5</b>	Significant	Highly Effective	Highly Effective
<b>Tenure</b>	Superior	Significant	Significant
<b>Annual Post-Tenure Evaluation</b>	Effective	Highly Satisfactory	Highly Satisfactory
<b>Promotion to Associate Professor</b>	Superior	Significant	Significant
<b>Promotion to Full Professor</b>	Superior	Superior	Superior
<b>PAI</b>	<p>a. Any tenured shall be eligible for consideration for professional advancement increase if the employee has completed at least 5 years of service at the university at the rank of Professor and has submitted annual evaluation material in accordance with 19.4.c in each of the previous five (5) years (contact 2010-2015)</p> <p>b. Faculty who had received a Professional Advancement Increase is not eligible to apply until the fifth year after notification of the previous award.</p>		
<b>Personnel Action by Exception</b>	<p>Under 19.3.a (2)(b), the employee seeking promotion or tenure must meet the relevant criteria listed above and must show evidence of exceptional performance beyond that otherwise required. Under 22.7.a, a faculty member may apply for consideration for tenure in his/her 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 faculty member is deferring consideration for retention, he/she must submit a portfolio for tenure under the exceptionality clause of the Contract. An employee who reaches probationary year six by advanced standing or by the normal probationary review process submits his/her portfolio for tenure at the same time as all other tenure candidates. Such a request shall not be considered exceptional.</p>		

**Promotion:** 21. The evaluation period for promotion is to be followed according to the Faculty Union Contract, Article 21.

**Tenure:** 22.5. The evaluation period for tenure shall be the entire term of employment in probationary status at the University

**Unit A Clinical Faculty**

The degree of effectiveness of performance of each employee being considered for reappointment, multiple year appointments or promotion, will be evaluated in the areas of teaching/performance of primary duties, research/creative activity, and service. Teaching/performance of primary duties is considered the most important of the three areas of evaluation.

The performance standards listed below will be used to reach judgments about the degree of effectiveness of a clinical faculty member's performance. In reappointment, multiple-year appointments and promotion evaluations, the performance standards will be used to judge an employee's performance during the entire evaluation period. The evaluation period for reappointment shall be the period since the beginning of the employee's last evaluation.

	<b>Teaching</b>	<b>Research</b>	<b>Service</b>
<b>Reappointment in Yr. 1</b>	Satisfactory	Appropriate	Appropriate
<b>Reappointment in Yr. 2</b>	Satisfactory	Satisfactory	Satisfactory
<b>Reappointment in Yr. 3</b>	Effective	Highly Satisfactory	Highly Satisfactory
<b>Reappointment in Yr. 4</b>	Highly Effective	Effective	Effective
<b>Reappointment in Yr. 5</b>	Significant	Highly Effective	Highly Effective
<b>Reappointment in Yr. 6 and Beyond</b>	Effective	Effective	Effective
<b>3-year Renewable Clinical Appointments</b>	Superior	Significant/Highly Effective	Significant/Highly Effective
<b>Maintaining 3-year Renewable Clinical Appointments</b>	Highly Effective	Highly Effective	Highly Effective
<b>Promotion to Clinical Associate Professor</b>	Superior	Significant	Significant
<b>Promotion to Clinical Professor</b>	Superior	Superior	Superior

### **Unit A Research Faculty**

The degree of effectiveness of performance of each employee being considered for reappointment, multiple year appointments or promotion, will be evaluated in the areas of teaching/performance of primary duties, research/creative activity, and service. Teaching/performance of primary duties is considered the most important of the three areas of evaluation.

The performance standards listed below will be used to reach judgments about the degree of effectiveness of a research faculty member's performance. In reappointment, multiple-year appointments and promotion evaluations, the performance standards will be used to judge an employee's performance during the entire evaluation period. The evaluation period for reappointment shall be the period since the beginning of the employee's last evaluation.

	<b>Teaching</b>	<b>Research</b>	<b>Service</b>
<b>Annual Appointments for the First 3 Years</b>	Highly Effective	Highly Effective	Highly Effective
<b>Continued Annual Appointments after 3 Years</b>	Significant	Significant	Significant
<b>Promotion to Research Assistant Professor</b>	Highly Effective	Highly Effective	Highly Effective
<b>Promotion to Research Associate Professor</b>	Significant	Significant	Significant
<b>Promotion to Research Professor</b>	Superior	Superior	Significant

### **Unit B Personnel (Part- and Full Time Temporary Faculty)**

The Department may employ part-time and full-time, temporary lecturers. The department chair, in consultation with the Dean of Education, may recommend such appointments to the Provost. Lecturers may be given the academic rank of instructor, visiting assistant professor, visiting associate professor, or visiting professor. The chair of the Department of Educational Leadership, Curriculum and Foundations, in consultation with the department personnel committee, may recommend appropriate visiting ranks to the Dean of Education, who will in turn forward the recommendation to the Provost. Based on appropriate alignment of academic training, and professional experiences, and the curriculum to be taught, the department chair will assign teaching duties to lecturers.

Based on evidence and criteria cited below, the chair of the ELCF Department and the Dean of Education will notify the lecturer and the Provost in writing of their assessment of whether the lecturer's performance was unsatisfactory, satisfactory, effective, highly effective significant or superior. The DPC may request from chair copies of student and/or chair evaluations of such faculty in order to have a basis for their recommendation.

## **I. Teaching/Performance of Primary Duties**

### **A. Categories of Materials and Activities**

1. Chair observation of at least one class session of each different course
2. Results of departmental "student evaluation of instruction"
3. Chair evaluation of syllabi used by the lecturer
4. Chair evaluation of any supplementary material submitted by the lecturer

### **B. Evaluation Methods**

1. During the second term of any part- or full-time temporary lecturer's employment, the department chair or his/her designee from among tenure track faculty in the department may observe at least one class session of each different course that the lecturer is teaching. In addition, the chair of the department may ask the chair of the department personnel committee to select one or two Unit A faculty to observe and evaluate the lecturer's performance. The department's approved evaluation instrument will be used in conjunction with all observations. The results of any peer evaluations thus undertaken will also be part of the evidence examined by the chair and the dean. Copies of any reports of classroom observations by chair or peers will be furnished to the lecturer in a timely fashion—that is, not later than their being forwarded to the person to whom they are addressed.

After the second term of any lecturer's employment, the department chair--or Unit A faculty designated by the chair in consultation with the department's personnel committee—will observe the lecturer at least once each academic year while he or she is employed by the department.

2. Lecturers will administer the department's "student evaluation of instructor" form at or near the end of each course taught.

To receive a rating of satisfactory, the candidate must obtain an average rating of 2.5 to 2.9.

To receive a rating of effective, the candidate must obtain an average rating of 3.0 to 3.4.

To receive a rating of highly effective, the candidate must obtain an average rating of 3.5 to 4.0.

To receive a rating of significant, the candidate must obtain an average rating of 4.1 to 4.4.

To receive a rating of superior, the candidate must obtain an average rating of 4.5 to 5.0.

3. Lecturers will turn in to the department office copies of all syllabi. Upon request by the chair, lecturers will also show any materials used in teaching doctoral courses to the chair or to the chair's Unit A faculty designee(s). Adjunct/full-time lecturers (Unit B) relevant course materials will be considered by the chair and dean in the evaluation of their teaching performance.
4. Lecturers may submit supporting evidence beyond syllabi or direct teaching materials to help the chair and dean in their assessment of the lecturer's competence. The chair and the dean will give appropriate weight to any such evidence.

## Department Criteria for Exceptionality

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

- a. Criteria for tenure or promotion
- b. Doctoral Degree from an accredited university as defined in Appendix E of the 2006-2010 Contract
- c. Exceptional performance in two of the three areas of evaluation

### **Exceptionality in the Area of Teaching**

1. Faculty Excellence Award in the area of teaching from Chicago State University or other professional bodies
2. Development and/or revision of three or more new courses
3. Development and/or revision of a new program of study
4. Students evaluations consistently rating the faculty member at 4.5-5.0 over the entire evaluation period

**Method of Evaluation:** The faculty member submits a representative sample providing evidence of any three of the above exceptionality criteria

### **Exceptionality in the Area of Research**

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

**Method of Evaluation:** The faculty member submits a representative sample providing evidence of any three of the above exceptionality criteria

### **Exceptionality in the Area of Service**

1. Faculty Excellence Award in the area of service from Chicago State University or other professional bodies
2. Service as officer of professional organizations at the local, national or international level
3. Chair of planning committee for a local, state or national conference
4. Participation in reviewer development of a state and federal policy/program related to one specialization
5. Service on school board, executive board or institution of higher learning governing board
6. Service to a public or private school system that resulted in substantial growth in student achievement.



7. Service to a public or private school system that resulted in substantial growth in educational leadership.

**Method of Evaluation:** The faculty member submits a representative sample providing evidence of any three of the above exceptionality criteria.