

Wayne Watson, Ph.D.  
President



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April 1, 2013

Dr. Patricia Steinhaus  
Chairperson, Department of Early Childhood and Bilingual Education  
College of Education  
Chicago State University  
ED 321

**RE: OFFICIAL TRANSMITTAL OF PRESIDENTIAL APPROVAL OF THE  
DEPARTMENT APPLICATION OF CRITERIA FOR EARLY CHILDHOOD  
AND BILINGUAL EDUCATION**

Dear Dr. Steinhaus:

I have reviewed the revised Department Application of Criteria (DAC) for the Department of Early Childhood and Bilingual Education, 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, light-colored oval shape.

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

2013 APR -1 P 3:18

**Department of  
Early Childhood-Primary and Bilingual Education**

**Department Application Criteria (DAC)  
Revised November 30, 2012**

**APPROVED**

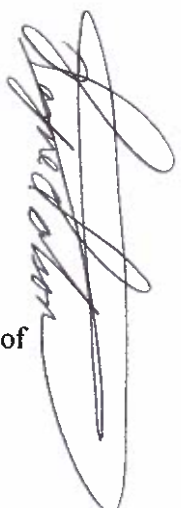
**Responsibilities of Faculty Member Being Evaluated**

The faculty member being evaluated for retention or tenure must provide a portfolio of materials including a cover letter, table of contents, copy of the current approved Department Application Criteria and current vita that will be used as part of the evaluation process. The portfolio must be submitted to the Department chairperson and chairperson of the Department Personnel Committee (DPC) by the date designated in the Personnel Action Timetable to allow sufficient time for members of the DPC to review the materials.

**Relative Emphasis of Evaluation Areas**

The degree of effectiveness of performance of each tenured/tenure-track faculty member 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. (*Contract, pg. 44*)

The evaluation criteria for full-time lecturers will be confined to the evaluation of teaching performance only. Full-time lecturers must address categories 1, 2, and 3 within the evaluation of teaching performance. Full-time lecturers are observed by chairpersons only.



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

**Category 1: University Online Student Evaluation System for each term**

- Each academic term, all of an (*Contract, pg.50*) instructor's students shall have the opportunity to evaluate their instructor's teaching effectiveness using the university's online evaluation system.
- The instructor will not be present during the evaluation process.
- A student in the class will distribute the forms, collect them and deliver them to the department secretary.
- Instruction provided online will be evaluated using the same course evaluation and rating scale as used for campus/classroom-based courses.
- The department will summarize the results for each course individually, provide summary copies to the instructor and place a copy in the instructor's personnel file as needed.

- The following Rating Scale will be used:

Satisfactory	3.0-3.2
Effective	3.3-3.5
Highly Effective	3.6-3.8
Significant	3.9-4.2
Superior	4.3-5.0

### Category 2: Classroom Observations

- The faculty member being evaluated will have three classroom observations: one by the department chairperson and two by two tenure-track faculty members from his/her program, department or related SPA, or a faculty member agreed upon by the faculty and the department chairperson.
- These observations will take place in the term during or preceding the personnel action.
- The classes to be observed shall be agreed upon by the faculty member and the department chair and peers. These three observers will each provide a written summary of their evaluations using the peer and chair Observation Evaluation Forms.
- A copy of these written evaluations will be given to the faculty member for inclusion in the evaluation portfolio and the department chair to be placed in the instructor's personnel file.
- The average score on the items of the Observation Evaluation Form is a guideline for rating levels of teaching effectiveness according to the following scale:

Satisfactory	3.0-3.2
Effective	3.3-3.5
Highly Effective	3.6-3.8
Significant	3.9-4.2
Superior	4.3-5.0

### Category 3: Teaching Materials

The faculty member being evaluated will provide a packet of materials representative of those used in teaching during the entire evaluation period. The packet of materials should include, but not be limited to, a representative sampling of the following:

- Year-long assignment form.
  - Most recent course syllabi, one per course taught that follows the required format.
  - Original, faculty-created materials for each syllabus submitted (e.g., class notes, handouts, activities, and presentations).
  - Course assessments for each syllabus submitted (e.g., scoring, guides rubrics, tests, quizzes, assignments).
  - Course syllabi posted to a course management system (e.g. Moodle, Blackboard).
  - Key Assessments posted and graded on LiveText.
  - Completion of Online Certification Training for teaching of hybrid/online courses.
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- Faculty use and/or engagement of students' use of technology.
- Materials which demonstrate integration of technology into the course/classroom.
- For Hybrid/Online Courses, provide evidence of all items below)
  - Educational Commitment Statement with information about students' expectations, including participation and attendance.
  - Materials which demonstrate communication and collaboration with students.
  - Integration of multiple activities including forum discussions, quizzes, projects, etc.

**Category 4: Other Primary Duties Materials (A and B)**

A representative sample of Other Primary Duties Materials, which shall include but not be limited to any of the following:

- A. Primary duties for which cues are granted  
The faculty member being evaluated provides a packet of materials representative of cue-bearing duties completed during the entire evaluation period.
  - Assessment coordinator
  - Child care coordinator
  - Other
- B. Other primary duties, as applicable to the faculty's program *might* include evidence of:
  - Attendance at scheduled college, department, and program meetings.
  - Involvement in student-related activities.
  - Development, administration and assessment of Masters Comprehensive Exams.
  - Participation/assessment of Pre-Student Teaching Oral Interviews.
  - Student Professional Portfolio Review.
  - Student Orientations.
  - Presentation of workshops for students in the faculty's program.
  - Participation and preparation of program reviews and SPA reports.
  - Scheduling of courses.
  - Coordination of Majors Meetings.
  - Chair, Dissertation Committee (Chicago State University only).
  - Copy of office hours that adhere to contract requirements.
  - Documentation of the submission of academic warnings.
  - Attendance at local and state level conferences, workshops, webinars, or other professional development activities.

All Category 4 evidence will be used to determine a rating of "highly effective or above."

### **Category 5. Curriculum Development**

A representative sample of Curriculum Development Materials which shall include, but are not limited to the following:

- New course development (i.e. campus-based, web-based/online, hybrid/blended, distance education).
- Conversion of an existing course for delivery through a course management system.
- New program development (including online, hybrid/blended, distance education).
- New program options (e.g., campus based web-based online, hybrid/blended, distance education).
- Development of revised or expanded programs.
- Development or inclusion of technology for existing programs.
- Design and implementation of study abroad initiatives.
- Alignment/realignment of program curriculum with appropriate professional standards.

Evidence accepted in category 5 will be used to determine a rating of superior for the area of Teaching/Performance of Primary Duties.

### **Category 6: Online and hybrid teaching**

#### **A. Faculty:**

- All department faculty who teach online or hybrid courses must be certified through CSU Online Certification Training.
- The number of online courses that a faculty member may teach is limited by online teaching effectiveness, programmatic need and course load.
- No faculty member shall be required to teach an online/hybrid course.

#### **B. Faculty Contribution to the Program:**

- The faculty member and Chair will collaborate to determine the faculty member's online course assignments.
- Criteria for online assignments will be determined by an evaluation of past faculty performance of online teaching, accreditation guidelines and programmatic need.
- The Chair will evaluate course to ensure the content delivery is accurate and up-to-date using the recommended rubric provided by the DEC, which may include recommendations from the Distance Education Committee.

Online courses are evaluated as any other course assignment. Faculty who are not assigned online/hybrid courses have no obligation to submit evidence in this category.

### **Relative Importance and Weight for Teaching/Primary Duties**

- In order for an individual to be rated as “satisfactory” or above in teaching effectiveness, s/he must achieve a satisfactory rating in Categories 1, 2, and 3. Evidence is evaluated as a whole throughout the evaluation period.

- In order for an individual to be rated as “effective” or above in teaching effectiveness, s/he must achieve an effective rating in Categories 1, 2, and 3. Evidence is evaluated as a whole throughout the evaluation period.
- In order for an individual to be rated as “highly effective” or above in teaching effectiveness, s/he must achieve ratings of highly effective in the first three categories. In addition, faculty must present evidence of completion of assigned cue-bearing activities in Category 4A and of completion of at least one activity in Category 4B. Cue-bearing activities are not required for a rating of “highly effective.” Evidence is evaluated as a whole throughout the evaluation period.
- In order for an individual to be rated as “significant” or above in teaching effectiveness s/he must achieve a rating of significant in Categories 1, 2, and 3. In addition, faculty must present evidence of completion of assigned cue-bearing activities in Category 4A and of completion of at least two activities duties in Category 4B. Cue-bearing activities are not required for a rating of “highly effective.” Evidence is evaluated as a whole throughout the evaluation period.
- In order for an individual to be rated as “superior” in teaching effectiveness, s/he must achieve two superior in the first three categories. In addition, faculty must present evidence of completion of assigned cue-bearing activities in Category 4A and evidence of completion of at least two activities duties in Category 4B, and must present evidence of one activity in Category 5. Cue-bearing activities are not required for a rating of “highly effective.” Evidence is evaluated as a whole throughout the evaluation period, with the exception of evaluation for tenure, in which case, a superior rating is to be achieved by the end of the evaluation period.

## II. Evaluation of Research/Creative Activity

Categories of materials and activities appropriate for the evaluation of research/creative activities are listed in three groups to demonstrate the order of their relative importance. Official documentation from the sponsoring agency such as professional organizations, school districts, publishers, state agencies, etc., should be submitted as evidence (e.g., conference programs or proceeding agendas which name the speaker; or transcripts/ grade notifications, letters of receipt, acceptance, completion or approval, evaluation summaries of activities submitted on letterhead, confirmed by e-mail , or other means which can be designated as official; or other supporting documentation). Each source of evidence submitted and approved will count as one activity.

**Group I:** A representative sample of materials that shall include, but is not limited to documents that provide evidence for:

1. Sharing information obtained from local and state level conferences, workshops, webinars, or other professional development activities at department, program or advisory board meetings.
  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.
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4. Submission of proposal for internal or external grants.
5. Submission of proposal for internal or external contracts.
6. Participation in professional development activities.
7. Progress towards acquisition of a credential.

**Group II:** A representative sample of materials that shall include, but is not limited to documents that provide evidence for:

1. Completion of a professional certification or credential.
2. Progress towards completion of an advanced degree.
3. Presentations (e.g. poster sessions, paper, symposium) at meetings, conferences, seminars, workshops, webinar, symposiums, etc. of local, state, regional professional organizations, or organizations outside CSU.
4. Presentation of review of recent research or “best practices” to a departmental, college or university forum.
5. Presentation of faculty member’s published or unpublished research to departmental, college or university forum.
6. Presentation at teacher in-service and staff development programs, internal or external to the university.
7. Submission of manuscripts for publication in refereed journals, edited books, etc.
8. Publication in a non-refereed professional publication (print or electronic format).
9. Participation as a referee or juror for professional publications.
10. Citation in published works or other professional recognition of accomplishment or contribution.
11. Faculty created programs, curriculum, or other materials adopted by schools, school districts, agencies, professional organizations, or industry.
12. Review 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 or electronic format.
13. Submission for government grant, contract, or research project to an external source.
14. Award of internally or externally funded grants, contracts, or research of less than \$10,000.
15. Evidence of approval of an Institutional Review Board application.
16. Evidence of research in progress.
17. Development/facilitation of telenets/webinars (local, state).
18. Receipt of programmatic resource materials in excess of \$1,000 in value that may be used for research.
19. Attendance at national or international conference and sharing information with the program or college.
20. Contracted consultation to school districts, agencies, professional organizations, or industry.

**Group III:** A representative sample of materials that shall include, but is not limited to documents that provide evidence for:

1. Completion of an additional advanced degree.
2. Presentations (e.g. poster sessions, paper, symposium) at meetings, conferences, seminars, workshops, etc. of national or international professional organizations.
3. Invited presentations at professional meetings, conferences, seminars, workshops, etc.
4. Development/facilitation of telenets/webinars (national, international).
5. Awards of internally or externally funded grants, contracts, or research of more than \$10,000.
6. 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.
7. Administration of an external grant.
8. Service as member of a dissertation committee.
9. Evidence of Institutional Review Board (IRB) approved research that includes students.
10. Evidence of continuous work on a multi-year research/creative project.
11. Evidence of completed research.
12. Publication in refereed journal in print or electronic format.
13. Publication of conference proceedings, books, book reviews, book chapters (in print or electronic format) by a professionally recognized publisher, excluding vanity press.
14. Publication by a professionally recognized publisher of curriculum, film, video tape or other instructional materials related to content field in print or electronic format.
15. Translation of a scholarly/creative book, published by a non-vanity press, in either print or electronic format.
16. Service as editor or co-editor responsible for the intellectual content of a book, or journal, or website in either print or electronic format.
17. Visiting professor, lecturer, scholar, delegate/ambassador in the area of the faculty member's expertise.
18. National or international fellowship/internship.
19. Recognition of/award from an internal (e.g. CSU Award for Excellence in Research) or external source for research or creative activities.
20. Acquisition of donations in excess of \$1,000 in value that may be used to benefit program and/or students' research.
21. Contracted consultation to professional organizations, agencies, or industry at the state, national, or international level.

### **Relative Importance and Weight for Research/Creative Activity**

- In order for a faculty to be rated as demonstrating “appropriate” performance in the area of research/creative activity s/he must present evidence of two activities from any of the three groups.
- In order for a faculty member to be rated as “satisfactory” in research/creative activity, s/he must present evidence for three activities at least one of which should be from Group II and/or III.



- In order for a faculty be rated as demonstrating “highly satisfactory” performance in the area of research/creative activity s/he must present evidence of at least three activities from Group II and/or III.
- In order for a faculty member to be rated as demonstrating “effective” performance in the area of research/creative activity s/he must present evidence of three activities, at least one of which must be from Group III.
- In order for a faculty member to be rated as demonstrating “highly effective” performance in the area of research/creative activity s/he must present evidence of three activities, at least two of which must be from Group III.
- In order for a faculty member to be rated as demonstrating “significant” research/creative activity in the area of research/creative activity, she/he must present evidence from at least three activities in Groups II and/or III, two of which must be from Group III and one of which must be a publication in a refereed journal.
- In order for a faculty member to be rated as demonstrating “superior” performance in the area of research/creative activity in the area of research/creative activity, s/he must present evidence of at least four activities from Groups II and III, two of which must be from Group III and at least one of which must be from Group III 12 or 13.

### III. Service

Categories of materials and activities appropriate for the evaluation of service are listed in three groups to demonstrate the order of their relative importance as evidence of effective performance. *Service is classified as those activities for which there is no monetary compensation.* Formal documentation from the sponsoring agency such as professional organizations, school districts, publishers, state agencies, etc., should be submitted as evidence (e.g., letters of receipt, acceptance, invitation, completion or approval, evaluation summaries of activities, committee minutes, papers, publications, proposals, presentation handouts). Each source of evidence submitted and approved will count as one activity.

**Group I:** A representative sample of materials that shall include but is not limited to documents that provide evidence for:

1. Membership in department committees.
2. Membership on an advisory board (e.g., Head Start).
3. Membership in professional organizations.

**Group II:** A representative sample of materials that shall include but are not limited to documents that provide evidence for:

1. Membership in a college or university committee.
2. Mentoring new CSU faculty.
3. Service through union activities.
4. Service as an officer of a departmental committee.
5. Service as department/program secretary.

6. Planning/facilitating program meetings, advisory board meetings.
7. Participation in internal reviews at the university (e.g. Program Reviews).
8. Active participation in a professional organization/association (e.g. committee memberships, committee member/subcommittee member).
9. Informing the public of program, departmental or university services available through the distribution of print materials (only) in a public forum.
10. Volunteer work to support the goal of the university or educational community.
11. Participation on a program departmental search committee.
12. Service as a member of a system-wide committee/task force.
13. Providing professional services to students beyond the requirements of one's teaching assignments, and for which there is no compensation (e.g. mentoring, letters of recommendation, referrals, etc).

**Group III:** A representative sample of materials that shall include but are not limited to documents that provide evidence for:

1. Service as an officer in a professional organization.
2. Professional speaking engagement on campus or in the community at-large.
3. Sponsorship of student organizations.
4. Participation in student activities (within state/out-of-state).
5. Assistance in ongoing university special programs beyond that of assigned workload, and for which there is no compensation.
6. Speaking in a public forum on behalf of the program, departmental or university about available services (e.g. recruitment efforts, informational sessions).
7. Service as an officer on college, university or system-wide committee/task force.
8. Participation on a college or university-wide search committee.
9. Service on an external or university-wide advisory committee/board.
10. Participation in mentoring teachers or induction activities at Chicago State University or in school districts and community-based agencies that support teacher preparation.
11. Volunteer work which draws upon one's academic skills.
12. Service on an external accreditation team.
13. Service on a Local School Council, school board, or an executive board.
14. Participation in school reform activities.
15. Participation in committees or activities designed to increase cooperation with other institutions/organizations.
16. Planning and developing professional activities for local, state or national conferences, seminars, etc.
17. Participation in review or development of state policy related to the faculty member's area of expertise.
18. Recognition by an internal or external source for service activities.
19. Responsibility for/participation in external reviews at the university, state, national level such as but not limited to ISBE, HLC, among others.
20. Consultation (uncompensated) to external organizations.
21. Engagement of students in service-learning initiatives.
22. Acquisition of donations to benefit programs and students in excess of \$1,000 in value.

**Relative Importance and Weight for Service**

- In order to be rated as demonstrating “appropriate” performance in the area of service, the individual must present evidence of two activities from any group.
- In order to be rated as demonstrating “satisfactory” performance in the area of service, the individual must present evidence of three activities, one of which must be from Group II or Group III.
- In order to be rated as demonstrating “highly satisfactory” performance in the area of service, the individual must present evidence of three activities, two of which must be Group II or Group III.
- In order to be rated as demonstrating “effective” performance in the area of service, the individual must present evidence at least three activities one of which must be from Group III.
- In order to be rated as demonstrating “highly effective” performance in the area of service, the individual must present evidence of at least four activities two from Group II and at least one from Group III. Activities must involve service to the university, and to the community or profession.
- In order to be rated as demonstrating “significant” performance in the area of service, the individual must present evidence of at least four activities, two activities from Group II and at least two activities from group III. Activities must involve service to the university, to the community, and the profession.
- In order to be rated as demonstrating “superior” performance, the individual must present evidence of at least three activities from Group III, one being Group III 1 or 7.

**DEPARTMENTAL APPLICATION OF CRITERIA FOR EXCEPTIONALITY**

An eligible employee who applies for consideration for tenure or promotion on the basis of exceptional performance must meet the relevant University criteria as described in the contract. In addition, the employee must show evidence of exceptional performance beyond that otherwise required 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 of two or more completely new courses.
3. Development of a new program.
4. Student evaluations consistently rating the faculty member at 4.6-5.0 over the entire evaluation period.
5. Design and implementation of an online course.

**Method of evaluation:** An individual submits a representative sample of materials that provides evidence for any two of the exceptionality criteria.

**Exceptionality in the area of Research**

1. Award of Faculty Excellence Award in the Area of Research from Chicago State University or other professional bodies.
2. Award of federal grant.
3. Award of multiple (two or more) externally funded grants or contracts.
4. Invitation as a keynote speaker at a local, state, national or international conference.
5. Visiting professor, lecturer, or scholar on an international level in the individual's area of expertise.
6. International fellowship or internship.
7. Two or more publications in a refereed research journal.
8. Three or more publications from Group III/ 12,13,14 or 15, cumulatively.
9. Service as editor or co-editor of a refereed journal.
10. Presentation/publication with a student(s).
11. Chair, Dissertation Committee (external to Chicago State University).

**Method of Evaluation:** An individual submits representative sample of materials that provide evidence for two or more of the above activities.

**Exceptionality in the area of Service**

1. Award of Faculty Excellence Award in the Area of Service from Chicago State University or other professional bodies.

2. Service as an officer of a professional organization at the national or international level.
3. Chair of a planning committee for a state or national conference.
4. Participation on a committee/task force that reviews/develops policy related to one's area of expertise at the national or international level.
5. Service as (unpaid) consultant to a national or international organization.
6. Cumulative participation in five or more of the activities specified in Group III.
7. Service as a reviewer for accreditation purposes at the state or national level.

**Method of evaluation:** An individual submits a representative sample of materials that provide evidence for two or more of the above activities.

### **EVALUATION OF TENURED FACULTY**

Tenured faculty must submit documentation each year of performance which meet "adequate standards" referred to in the contract (page 50, 51) which are defined below for the Early Childhood-Primary and Bilingual Education Department. Documentation shall be provided in each of the three evaluation areas specified in the contract: Teaching, Research and Creative Activity and Service.

#### **Evaluation Criteria for Tenured Faculty**

Tenured faculty will be evaluated by the Department Chair and the Dean annually, using criteria as indicated below.

#### **Adequate Standards:** (Adapted Third Year Retention Criteria)

- Teaching/Performance of Primary Duties:
  1. Student: Effective
  2. Chair: Effective
- Research/Creative Activities: Highly Satisfactory. In addition, each 5 years faculty will provide evidence of submission of a manuscript to a refereed journal or submission of a proposal for external grant funding.
- Service: Highly Satisfactory.

#### **Exemplary Standards:** (Tenure Criteria)

- Teaching/Performance of Primary Duties: Significant
- Research/Creative Activities: Significant
- Service: Significant

### **UNIT A CLINICAL FACULTY**

Clinical Faculty is responsible for supervising students in student teaching, practicum or other clinical setting.

- Unit A Clinical Faculty may be hired as clinical assistant professor, clinical associate professor, or clinical professor, provided they meet the CSU standards for the rank.

- Unit A Clinical Faculty is eligible for promotion and tenure provided they meet established evaluation criteria.

#### **Evaluation of Unit A Clinical Faculty**

Using the criteria above, Unit A Clinical Faculty will be evaluated with teaching remaining consistent with regular Unit A Faculty and Research/Creative Activity and Service as follows:

#### **Method of evaluating research/creative activity – relative importance and weight**

- In order for a faculty to be rated as demonstrating “appropriate” performance in the area of research/creative activity s/he must present evidence of one activities from any of the three groups.
- In order for a faculty member to be rated as “satisfactory” in research/creative activity, s/he must present evidence for two activities at least one of which should be from Group II and/or III.
- In order for a faculty be rated as demonstrating “highly satisfactory” performance in the area of research/creative activity s/he must present evidence of at least two activities from Group II and/or III.
- In order for a faculty member to be rated as demonstrating “effective” performance in the area of research/creative activity s/he must present evidence of two activities, at least one of which must be from Group III.
- In order for a faculty member to be rated as demonstrating “highly effective” performance in the area of research/creative activity s/he must present evidence of three activities, at least one of which must be from Group III.
- In order for a faculty member to be rated as demonstrating “significant” research/creative activity in the area of research/creative activity, she/he must present evidence from at least three activities in Groups II and/or III, at least two of which must be from Group III and one of which must be a Group III, 10, 11, 12 or 13 activity.
- In order for a faculty member to be rated as demonstrating “superior” performance in the area of research/creative activity in the area of research/creative activity, s/he must present evidence of at least four activities from Groups II and III, two of which must be from Group III and at least one of which must be from Group III, 12 or 13.

#### **Method of evaluating service and relative weight**

- In order to be rated as demonstrating “appropriate” performance in the area of service, the individual must present evidence of one activities from any group.
- In order to be rated as demonstrating “satisfactory” performance in the area of service, the individual must present evidence of two activities, one of which must be from Group II or Group III.
- In order to be rated as demonstrating “highly satisfactory” performance in the area of service, the individual must present evidence of three activities, one of which must be Group II or Group III.

- In order to be rated as demonstrating “effective” performance in the area of service, the individual must present evidence at least three activities two of which must be from Group II or Group III.
- In order to be rated as demonstrating “highly effective” performance in the area of service, the individual must present evidence of at least three activities, at least one from Group II and one from Group III. Activities must involve service to the university, and to the community or profession.
- In order to be rated as demonstrating “significant” performance in the area of service, the individual must present evidence of at least three activities, two activities from Group II and at least one activities from Group III. Activities must involve service to the university, to the community, and the profession.
- In order to be rated as demonstrating “superior” performance, the individual must present evidence of at least three activities from Group III, one being Group III, 1 or 7.

**UNIT B FACULTY**

Unit B consists of employees in three classifications: Lecturers (designated as teaching professionals or temporary resource professionals), part-time (over 50%) Clinical Faculty (designated as clinical professionals) and Academic Support Professionals (Civil Service), and Academic Support Professionals (non-Civil Service). (Contract, pg. 90, also see Appendix I, pg. 174).

**Responsibilities of Faculty Member Being Evaluated**

The faculty member being evaluated provides a portfolio of materials including a cover letter, table of contents, copy of the current approved Department Application Criteria and a current vita that will be used as part of the evaluation process. The portfolio must be submitted to the Department chairperson by the date designated in the Personnel Action Timetable to allow sufficient time to review the materials.

**Unit B Lecturers**

Unit B Lecturers are full or part-time teaching professionals or resource professionals who have been appointed on a temporary basis and are eligible for annual reappointment. Lecturers are eligible for a multi-year contract after a period of ten years employment at the university, provided evaluation criteria have been met as defined here and in the contract.

**Unit B Clinical Faculty**

Unit B Clinical Faculty is responsible for supervising students in student teaching, practicum or other clinical setting. Clinical faculty is eligible for annual reappointment and multi-year appointments upon satisfactory performance in evaluation. With 5 years of satisfactory service as a clinical faculty member, they are eligible for 3-year renewable contracts if they have earned the required highly effective and superior evaluations.

**Evaluation Criteria Specified for Full-Time Unit B Clinical Faculty and Lecturers**

	<b>Teaching</b>	<b>Research</b>	<b>Service</b>
Year 1	Satisfactory		
Year 2	Effective		
Year 3	Highly Effective	Appropriate	Appropriate
Year 4	Significant	Appropriate	Appropriate
Year 5/ Clinical Faculty Eligible for Multi-Year Contract	Significant	Satisfactory	Satisfactory
Year 6 and beyond	Significant	Satisfactory	Satisfactory



**Relative Emphasis of Evaluation Areas**

**Teaching/performance of primary duties** is the most important of the three areas of evaluation. Next highest priorities go to **research/creative activity and service**, both of which are given equal emphasis.

The evaluation criteria for part-time lecturers will be confined to the evaluation of teaching performance only. Lecturers are observed by chairpersons only. Part-time lecturers must achieve levels of “Satisfactory” the first year, “Effective” the second year, and “Highly Effective” the third year. Part-time lecturers must achieve and maintain at a level of “Significant” for the fourth year and beyond.

The evaluation of full-time lecturers must address categories 1, 2, and 3 within the evaluation of teaching performance. For the first three years of employment, evaluation of full-time lecturers will be confined to the evaluation of teaching. Full-time lecturers must achieve levels of “Satisfactory” the first year, and “Effective” the second year. For the third year a level of “Highly Effective” in teaching and levels of “Appropriate” in Research/Creative Activity and Service must be achieved.

OPPORTUNITIES FOR IMPROVEMENT

Tenure and tenure track faculty members who do not meet the DAC performance requirements will follow the process specified in the contract. In collaboration with the chair the faculty member will meet to create a professional development plan agreed upon by both the chair and the faculty member. The plan will be reviewed the following academic term and/or as needed to note progress.

**Department of Early Childhood-Primary and Bilingual Education DAC**

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ECBE DAC APPENDIX

APPENDIX A

**Evaluation Criteria Specified by the Contract**

	<b>Teaching</b>	<b>Research</b>	<b>Service</b>
Probationary year 1	Satisfactory	Appropriate	Appropriate
Probationary year 2	Satisfactory	Satisfactory	Satisfactory
Probationary year 3	Effective	Highly Satisfactory	Highly Satisfactory
Probationary year 4	Highly Effective	Effective	Effective
Probationary year 5	Significant	Highly Effective	Highly Effective
Probationary year 6/Tenure	Superior (by the end of the evaluation period)	Significant	Significant
Promotion to associate professor	Superior	Significant	Significant
Promotion to full professor	Superior	Superior	Superior
PAI – Professional Advancement Increase	Superior	Superior or Significant	Superior or significant
Personnel action by exception *	Superior or Exceptional	Superior or Exceptional	Superior or Exceptional

Personnel action by exception requires that an eligible employee meet the relevant university evaluation criteria. In addition, the employee must show evidence of exceptional performance beyond that otherwise required in two of the three areas of evaluation as defined by exceptionality criteria outlined in this document.

**Evaluation Criteria Specified for Full-Time Unit B Faculty**

	<b>Teaching</b>	<b>Research</b>	<b>Service</b>
Year 1	Satisfactory		
Year 2	Effective		
Year 3	Highly Effective	Appropriate	Appropriate
Year 4	Significant	Appropriate	Appropriate
Year 5	Significant	Satisfactory	Satisfactory

**ECBE DAC APPENDIX B**

Department Distance Education Policy for web-based courses and hybrid courses.

**1. COURSES IN A CURRICULUM TO BE OFFERED VIA THE WEB**

Any course to be offered online within the department's curriculum will need to be first approved by the department's curriculum committee.

**2. THE MAXIMUM NUMBER OF DISTANCE EDUCATION COURSES (OFFERED BY CSU AND/OR TRANSFERRED TO CSU) THAT A STUDENT MAY APPLY TOWARD A DEGREE**

The number of online courses a student may apply towards his/her degree depends on department, college and IBHE guidelines.

**3. THE NUMBER OF DISTANCE EDUCATION COURSES A FACULTY MEMBER MAY TEACH PER TERM**

Faculty members need to be present and active on campus regardless of the format of the courses they teach. There is no limit to the number of online/hybrid courses a faculty member may teach each semester.

**4. CRITERIA FOR DEPARTMENT APPROVAL PROCESS OF COURSES AND CURRICULUM**

When approving courses to be offered in an online or hybrid format, the department is the first level of approval and should focus on the quality of the content and the design of the course. The department is the only body that can determine if the content of the course is appropriate for the curriculum. Therefore, the department's curriculum committee will review the syllabus and interview the instructor to determine the appropriateness of the content.

The criteria for the number of courses that can be offered within a curriculum is determined by the department's curriculum committee; however, if the number of courses within a program reaches 50% additional requirements are determined through the university's accreditation body and the department will need to work with the Center for Teaching and Research Excellence to obtain the necessary approvals.

**5. METHOD FOR EVALUATING INTERNET COURSES AND CURRICULUM**

The department may devise its own student evaluation; however, the department will be responsible for administering that evaluation online and submitting that report on time to the appropriate authorities. The Center for Teaching and Research Excellence has provided an evaluation which can be tailored by the department/instructor and which will be administered by the CTRE. The method for evaluating online courses within the department should follow the same process used by face-to-face courses, which includes student evaluations, peer evaluations, and chair evaluations. If the University decides to place the evaluations of all courses online, a suitable arrangement for faculty to individualize their evaluations will be provided if at all possible.

**6. PROCESS FOR SELECTING FACULTY TO TEACH INTERNET COURSES**

Prior to teaching any online course faculty need to complete the Online Certification Training offered through the Center for Teaching and Research Excellence. Departments will have to decide if assignment of online courses is based on seniority, content, etc.

**7. CONSIDERATIONS OF ONLINE INSTRUCTION FOR THE RETENTION, PROMOTION, AND TENURE AWARD PROCESSES**

Courses taught in an online or hybrid format carry the same consideration as any traditionally offered course.

**8. DEVELOP A PROCEDURE THAT ENSURES ADEQUATE ADVISEMENT FOR STUDENTS REGISTERING FOR ON-LINE INTERNET COURSES**

Students that register for any online or hybrid courses will be advised as to the requirements to be successful in an online or hybrid course, including having the appropriate technology, time, discipline, and skills. Students without access to the needed technology or lacking the necessary skills will be advised towards traditional courses or technology courses to build their skills.

Students will be provided with the booklet, "Succeeding Online," published by the Center for Teaching and Research Excellence.

**9. INFORMATION LITERACY**

The Library has available online an Information Literacy training module (called "CSIT") with links available to Instructors.

**10. TECHNOLOGY LITERACY**

The Center for Teaching and Research Excellence has available online a Technology Literacy training module.