

Wayne Watson, Ph.D.
President



Telephone: 773 / 995-2400
Fax: 773 / 995-3849
E-mail: wwatson@csu.edu

9501 S. King Drive / ADM 313
Chicago, Illinois 60628-1598

October 2, 2012

Dr. Sylvia Gist
Chairperson, Department of Graduate Programs in Education, and
Departmental Employees

RE: OFFICIAL TRANSMITTAL OF PRESIDENTIAL APPROVAL OF YOUR
DEPARTMENT APPLICATION OF CRITERIA

Dear Dr. Gist and Departmental Employees:

I have reviewed your revised Department Application of Criteria (DAC) which was recently submitted to the Office of the Provost. Based on my review, I hereby approve the DAC for the Department of Graduate Programs in Education. A copy of the approved DAC is included in this communication. 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 Watson", written over a large, horizontal, looping flourish.

Wayne Watson
President

Attachment: Approved DAC

**CHICAGO
STATE
UNIVERSITY**

**DEPARTMENT OF
GRADUATE PROGRAMS IN EDUCATION**

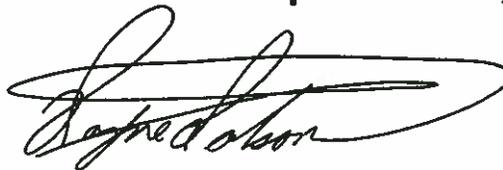
DEPARTMENTAL APPLICATION OF CRITERIA

2010-2015

OCT 2 2012

Revised September 13, 2012

APPROVED



10/2/12



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DEPARTMENT OF
GRADUATE PROGRAMS IN EDUCATION
DEPARTMENTAL APPLICATION OF CRITERIA

MISSION

The Department of Graduate Programs in Education (GPED) 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.

RESPONSIBILITIES OF FACULTY MEMBER BEING EVALUATED

The faculty member being considered and evaluated for retention, promotion, tenure, or for academic rewards such as Professional Advancement Increase (PAI) must provide a portfolio of materials including an updated vita that addresses the following three Areas of Consideration in Evaluating Effectiveness of Performance (Contract 2010-2015, 19.3.d): teaching/performance of primary duties; research/creative activity; and service. The portfolio must be submitted to the chairperson of the Department Personnel Committee (DPC) by the date designated in the university schedule for personnel actions to allow sufficient time for members of the DPC to review the materials. The Department of Graduate Programs in Education shall have a Personnel Committee composed of and elected by department bargaining Unit A teaching, resource, and clinical employees. The purpose of the Department Personnel Committee shall be to provide recommendations to the Department Chair concerning retention, reappointments, multiple-year appointments, promotion, PAI, or tenure of department employees.

AREAS OF CONSIDERATION IN EVALUATING EFFECTIVENESS OF PERFORMANCE
(GENERAL)

Teaching and Performance of Primary Duties

Evaluation of an employee's teaching/performance of primary duties will include consideration of the employee's effectiveness in her/his:

1. Execution of assigned responsibilities;
2. Command of the subject matter or discipline;
3. Oral English proficiency as mandated by Illinois statute;
4. Ability to organize, analyze and present knowledge or material;
5. Differentiation of instruction;
6. Use of technology;
7. Placing knowledge into practice, i.e., service learning and community engagement;
8. Ability to encourage and interest students in the learning process; and

9. Student advisement, counseling and direction of individual activities.

Research and Creative Activity

Evaluation of the effectiveness of an employee's research/creative activity will include consideration of:

1. The quality and quantity of research/creative activity;
2. Contributions to the employee's discipline or field;
3. Extent and nature of national, state, or local recognition of research/creative activity; and
4. Nature of research presentations at professional conferences.

Service

Evaluation of the effectiveness of an employee's unit, college, university, community or professional service will include consideration of:

1. Extent and nature of leadership; degree of participation;
2. Quality and length of service; extent and nature of participation in professional organizations, except for presentations at professional conferences;
3. Extent and nature of national, state, or local recognition of service; and
4. The relationship of the service to the employee's assigned responsibilities and to the university.

Note: Service activities for which an employee receives compensation will not be included for consideration.

Distance Education

Faculty Teaching Load—Web Based Courses

If more than a 50% course load is online, the faculty member must submit and maintain office hours that equal twice the minimum number stated in the contract. These need to be a combination of on-campus and online office hours. The schedule of hours will need to be approved by the Chair prior to the beginning of the semester.

Web-Based Course Faculty Rotation

The following is the Department policy regarding the rotation of faculty wishing to teach distance education courses:

The faculty member who developed the Web-based course will be given first preference for teaching the course he/she developed. In case two faculty members developed the same distance learning course, both faculty members wish to teach the course, and the decision is made to schedule only one section, preference shall be given first to the faculty member with the highest seniority.

Evaluating Web-Based Courses

The process for evaluating distance education courses will be the same as traditionally taught courses, which include student evaluations, peer evaluations, and chair evaluations. The exception will be that evaluators will need to be granted non-grading instructor access to the course for an agreed upon period of time. In addition, online and hybrid courses are open to evaluation by the Distance Education Committee using the process that is published on the Center for Teaching and Research Excellence's website.

The department's By-Laws will address the standards for online course. As the department is moving towards fully online degrees, there will need to be a level of conformity to course structure, assessment, and facilitation.

Process for selecting faculty to teach Internet courses

Prior to teaching any online course faculty and instructors need to complete the Online Certification Training offered through the Center for Teaching and Research Excellence.

EVALUATION OF TENURE-TRACK FACULTY

Part I: Evaluation of Teaching/Performance of Primary Duties

Categories of materials and activities for use in evaluation of teaching/performance of primary duties include, but are not limited to those listed below:

Category 1: 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 2: 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 3: Teaching/Primary Duty Materials

The faculty member being evaluated must present a packet of materials which includes evidence from items 1 through 10, and any other materials appropriate to the faculty member’s primary duties.

1. Revised Faculty Workload Worksheet
2. Course Syllabi which follow the required format
3. Copy of Office Hours which adhere to Contract requirements
4. Evidence of Key Assessment project/s assessed in *LiveText*®
5. Examples of technology used by faculty member for instruction and assessment.
6. Examples of technology use required of students for instruction and assessment.
7. Original materials distributed in class e.g. class notes, handouts, activities, and presentations
8. Examples of course assessments, e.g. tests, quizzes, assignments.
9. Evidence of submission of the three Academic Warnings each semester
10. Program Assessment Coordinator documentation (Assessment Plan, Assessment Report, analysis of State licensure test results, data contributions and explanations to accreditation)

reports, presentations at department meetings, and any other documentation deemed appropriate.)

11. Program Coordinator documentation (if applicable)
12. Other materials related to primary duties (e.g. attendance at department, college, and university meetings, majors meetings and advisory board meetings; coordinating, developing, or assessing comprehensive exams; field experience coordination; coordinating and evaluating pre-student teacher oral interviews; lab maintenance; supervision materials; long range planning; student professional portfolio review; student counseling activities such as new/transfer student orientations and student workshops; supervisor evaluation of advising duties; command of subject matter as reflected in advisor and peer evaluations; oral language proficiency as reflected in student, peer and chair evaluations, direction of individual student activities; non-teaching activities for which CUEs were awarded; development, administration, and assessment of Masters Comprehensive Exams; direction and supervision of the Senior and Master's Thesis; training of personnel; and/or other documents which represents the faculty member's work).

These materials are to be judged by the DPC and department chair as reflecting the syllabus of the course as approved by the individual program in the department, and based on accreditation standards. Where weaknesses are noted, an opportunity shall be given to the faculty member to respond to the DPC Chair's or department chair's observations. Course materials are to be kept current and revised as is appropriate.

Category 4: Curriculum Development

The faculty member being evaluated may present a packet of materials which shall include, but are not limited to, any of the following curriculum development materials:

1. New program development
2. Development of revised and/or expanded program
3. New course development
4. Web course development (excluding Web course maintenance)
5. Hybrid course development (excluding Hybrid course maintenance)
6. Updating programs as reflected in curriculum change documents
7. Articulation agreements with community colleges and high schools
8. Design and implement intrastate, interstate, or study abroad student initiatives.
9. Professional development for program and clinical practice improvement
10. Alignment/realignment of program curriculum with appropriate professional standards

Relative Importance and Weight for Teaching/Primary Duties

1. For a rating of ***Satisfactory*** in the area of teaching effectiveness, the individual must have a satisfactory rating in Categories 1, 2, and provide all required documents in Category 3.
2. For a rating of ***Effective*** in the area of teaching effectiveness the Individual must have an effective rating in Categories 1, 2, and provide all required documents in Category 3.
3. For a rating of ***Highly Effective*** in the area of teaching effectiveness, the Individual must receive ratings of highly effective in Categories 1, 2, and provide all required documents in Category 3.

4. For a rating of **Significant** in the area of teaching effectiveness, the Individual must receive ratings of significant in Categories 1, 2, and provide all required documents in Category 3.
5. For a rating of **Superior** in the area of teaching effectiveness, the Individual must receive ratings of superior in Categories 1, 2, and provide all required documents in Category 3, AND show evidence of at least 1 activity in Category 4 by the end of the evaluation period.

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

1. During the entire evaluation period for Retention in probationary year one (1) an individual must perform at the **Satisfactory** level.
2. During the entire evaluation period for Retention in probationary year two (2) an individual must perform at the **Satisfactory** level.
3. During the entire evaluation period for Retention in probationary year three (3) an individual must perform at the **Effective** level.
4. During the entire evaluation period for Retention in probationary year four (4) an individual must perform at the **Highly Effective** level.
5. During the entire evaluation period for Retention in probationary year five (5) an individual must perform at the **Significant** level.
6. For consideration for Tenure or promotion to Associate Professor an individual must perform at the **Superior** level.
7. For consideration for promotion to Professor, an individual must perform at the **Superior** level.
8. For consideration for a Professional Advancement Increase (PAI) an individual must perform at the **Superior** level.

Performance Standards for Teaching/Primary Duties for Retention, Tenure. Promotion and Professional Advancement Increase (PAI)

Year	Performance Standard	Requirement
Year 1	Satisfactory	Satisfactory rating in Categories 1, 2, and provide all required documents in Category 3.
Year 2	Satisfactory	Satisfactory rating in Categories 1, 2, and provide all required documents in Category 3.
Year 3	Effective	Effective rating in Categories 1, 2, and provide all required documents in Category 3.
Year 4	Highly Effective	Highly effective in Categories 1, 2, and provide all required documents in Category 3.
Year 5	Significant	Significant rating in Categories 1, 2, and provide all required documents in Category 3
Tenure and Promotion to Associate Professor	Superior	Superior rating in Categories 1, 2, and provide all required documents in Category 3, AND show evidence of at least 1 activity in Category 4
Promotion to Professor	Superior	Superior in Categories 1, 2, and provide all required documents in Category 3, AND show evidence of at least 1 activity in Category 4
PAI	Superior	Superior in Categories 1, 2, and provide all required documents in Category 3, AND show evidence of at least 1 activity in Category 4

PART II: Evaluation of Research/Creative Activity

Evaluation of the effectiveness of an employee's research/creative activity will include consideration of:

Category I

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.

Category II

1. Original productions or presentations at meetings, conferences, seminars, workshops, etc. of local, state, or regional professional organizations as it applies to candidate's specific area of expertise, such as dance.
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 refereed¹ journals, edited books, etc.
5. 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.
6. Production of instructional materials for local professional organization.
7. Presentation at teacher/librarian in-service and staff development programs.
8. Presentation of research-based practices, or review of recent research, or faculty development activities to departmental, college, or university forum.
9. Interim report on on-going research in area of expertise.
10. Evidence of submission of grants or contract proposals to non-governmental, foundational, and/ or private agency external sources that are not considered to be highly competitive.
11. Presentation of a faculty member's unpublished research at departmental seminar or workshop.
12. Development of instructional materials for schools or industry.
13. Planning a professional local meeting, conference, seminar, or workshop.
14. Publication in a non-refereed, professional printed or electronic literature.
15. Creation of digital materials relating to research area that have significant following or citation (e.g. blogs, videos, etc.)

16. Invitations to speak at organizations outside of CSU regarding research areas.
17. Presentation of faculty member's research at department and college forums.
18. Evidence of manuscript in-progress for publication in a book.
19. Evidence of manuscript in-progress for book translation.
20. Evidence of proposal in-progress for presentation at refereed local, state, regional, national and/or international conference.
21. Presentation of review of recent research or "best practices" to a departmental, college or university forum.
22. Research-related presentation at teacher in-service and staff development programs, internal or external to the University.
23. Submission of manuscripts for publication in refereed journals, edited books, etc.
24. Publication in a non-refereed professional publication (print or electronic format).
25. Citation in scholarly published works or other academic and scholarly recognition of accomplishment or contribution.
26. Submission for competitive government grant, contract, or research project to an external source.
27. Award of internally or externally-funded grants, contracts, or research of less than \$10,000.
28. Evidence of approval of an Institutional Review Board application.
29. Development/facilitation of telnets/webinars (local, state).

Category III

1. Original productions or presentations at meetings, conferences, seminars, workshops, etc. of national or international professional organizations as they apply to your specific area of expertise such as dance.
2. Publication of refereed journal articles, books, book reviews, book chapters or curriculum including film, video tape or other materials related to content field.
3. Publication of books and/or book chapters.
4. Production of instructional materials for national or international professional organizations, schools and industries.
5. Development/facilitation of telnets/webinars (national, international).
6. Evidence of Internal Review Board (IRB) approved research that includes students.
7. Planning and organizing a professional national or international conference or colloquium.
8. Translation of a scholarly/creative book, published by a non-vaity press, in either print or electronic format.
9. Service as editor or co-editor responsible for the intellectual content of a book, or journal in either print or electronic format.
10. 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.
11. National fellowship/internship.
12. 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.
13. Faculty created programs, curriculum or other materials adopted by school districts, agencies or professional development organizations or industry.
14. Service as editor or co-editor responsible for the intellectual content of a book, or journal, or website in either print or electronic format.
15. Recognition of/award from an internal (e.g. CSU Award for Excellence in Research) or external source for research or creative activities.

16. Award of externally-funded grants, contracts, or research of more than \$10,000.

Relative Importance of Weight—Research-Creative Activity

1. 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.
2. In order for a faculty member to be rated as “satisfactory” in research/creative activity, s/he must present evidence of two activities from any of the three areas, including at least one submission for publication.
3. 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, two from Group II or III and one submission for publication.
4. 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 that include two from Groups II or III and at least one submission for publication.
5. 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 and one must be a submission for publication or a publication.
6. In order for a faculty member to be rated as demonstrating “significant” in the area of research/creative activity, she/he must present evidence from at least five activities from Groups II and/or III. In addition, the faculty member should present evidence of at least three publications that were published within the past five years and at least one of the publications should be refereed (total of 8 activities).
7. In order for a faculty member to be rated as demonstrating “superior” performance in the area of research/creative activity, s/he must present evidence of at least seven (7) activities from Groups II or III. In addition, the faculty member should present evidence of at least three publications that were published within the past five years and at least one of the publications should be refereed (total of 10 activities).

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

1. During the entire evaluation period in the area of Research/Creative Activities for Retention in probationary year one (1) an individual must perform at the *Appropriate* level.
2. During the entire evaluation period in the area of Research/Creative Activities for Retention in probationary year two (2) an individual must perform at the *Satisfactory* level.
3. During the entire evaluation period in the area of Research/Creative Activities for Retention in probationary year three (3) an individual must perform at the *Highly Satisfactory* level.
4. During the entire evaluation period in the area of Research/Creative Activities for Retention in probationary year four (4) an individual must perform at the *Effective* level.
5. During the entire evaluation period in the area of Research/Creative Activities for Retention in probationary year five (5) an individual must perform at the *Highly Effective* level.
6. For consideration for Tenure or promotion to Associate Professor in the area of Research/Creative Activities, an individual must perform at the *Significant* level by the end of the evaluation period.
7. For consideration for promotion to Professor in the area of Research/Creative Activities, an individual must perform at the *Superior* level for Research/Creative Activities by the end of the evaluation period.

8. For consideration for a Professional Advancement Increase (PAI) in the area of Research/Creative Duties, an individual must perform at the *Superior* level for Research/Creative Activities. Evidence of activities submitted shall be examined in the aggregate, that is, taken as a whole, through the last five years prior to this evaluation

Method of Evaluating Research/Creative Activity – Relative Importance and Weight

Level	Performance Standard	Requirement
Year 1	Appropriate	Evidence of two activities from any of the three groups.
Year 2	Satisfactory	Evidence of two activities from any of the three areas, including at least one submission for publication.
Year 3	Highly Satisfactory	Evidence of at least three activities, two from Group II or III and one submission for publication.
Year 4	Effective	evidence of three activities that include two from Groups II or III and at least one submission for publication.
Year 5	Highly Effective	Evidence of three activities, at least two of which must be from Group III and one must be a submission for publication or a publication.
Tenure and Promotion to Associate Professor	Significant	Evidence from at least five activities from Groups II and/or III. In addition, the faculty member should present evidence of at least three publications that were published within the past five years and at least one of the publications should be refereed (total of 8 activities).
Promotion to Professor	Superior	Evidence of at least seven (7) activities from Groups II or III. In addition, the faculty member should present evidence of at least three publications that were published within the past five years and at least one of the publications should be refereed (total of 10 activities).
PAI	Either Superior Research and Creative Activity or Superior Service and Significant in the remaining Category. (See above for Significant Criteria and Contract, Page 54)	Evidence of at least seven (7) activities from Groups II or III. In addition, the faculty member should present evidence of at least three publications that were published within the past five years and at least one of the publications should be refereed (total of 10 activities).

PART III: Evaluation of Service

Evaluation of the effectiveness of an employee's unit, college, university, community or professional service will include consideration of:

- a) Extent and nature of leadership
- b) Degree of participation
- c) Quality and length of service
- d) Extent and nature of participation in professional organizations (Note: "presentations at professional conferences" is research/creative activity, 9.3.d.2)
- e) Extent and nature of national, state, or local recognition of service
- f) The relationship of the service to the employee's assigned responsibilities and to the university

Note: Service activities for which an employee receives compensation will not be included for consideration.

Categories of materials and activities appropriate for the evaluation of service are grouped to demonstrate the order of their relative importance as evidence of effective performance. Service activities are non-compensated activities. Formal documentation such as meeting minutes, letters from professional organizations, school districts, etc., should be submitted as evidence.

Category I

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).

Category II

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 (not involving P-20 students).

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. Reviewer, referee, juror, or editor for professional publications in area of expertise (may be used in Research/Creative Activities or Service, but not both.)
20. Membership and documented attendance on a local, state, regional, national, or international professional organization.
21. Plan/facilitate program meetings at the local, regional, or state level.
22. Conduct, coordinate, and prepare department program reviews such as NCATE/NASPE, NCA, and NRPA/AAPAR, ISBE, etc., for which there is no compensation.
23. Serve on a dissertation or thesis committee.

Category III

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 a 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 & Recreation), 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. Chair a dissertation or thesis committee.

23. Collaboration with community organizations/partnerships including governmental agencies at the local, state, national, or international levels.

Method of Evaluating Service – Relative Importance and Weight

Level	Performance Standard	Requirement
Year 1	Appropriate	One activity from any Category
Year 2	Satisfactory	Two activities from any Category
Year 3	Highly Satisfactory	Three activities with at least one from Category II or II.
Year 4	Effective	Three activities from Category II or III
Year 5	Highly Effective	Four activities from Category II or III with at least one from Category III.
Tenure and Promotion to Associate Professor	Significant	Five activities from Category II or III with at least two from Category III. Activities must involve service to the University, and to the community or profession.
Promotion to Professor	Superior	Six activities from Category II or III with at least two from Category III. Activities must involve service to the University, community, and profession.
PAI	Superior or Significant (see above)	See above. In addition, activities must involve service to the University, community, and profession.

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

	Teaching	Research	Service
Yr. 1	Satisfactory	Appropriate	Appropriate
Yr. 2	Satisfactory	Satisfactory	Satisfactory
Yr. 3	Effective	Highly Satisfactory	Highly Satisfactory
Yr. 4	Highly Effective	Effective	Effective
Yr. 5	Significant	Highly Effective	Highly Effective
Tenure	Superior	Significant	Significant
Promotion to Associate Professor	Superior	Significant	Significant
Promotion to Full Professor	Superior	Superior	Superior
PAI	“..... superior teaching/performance of primary duties; either superior research/creative activity; or superior service and significant performance in the remaining area” (Contract 2010-2015, Section 19.5.c).		
Personnel Action by Exception	19.3.a(2)(b)“Exception: The employee seeking promotion or tenure must meet the relevant criteria listed above and must show evidence of exceptional performance beyond that otherwise required. In addition, under 22.7.a, a faculty may apply for consideration for tenure in her/his 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.		

Promotion: By the term “aggregate” in the 2010-2015 Contract, Article 19.3.a7(i)-(iii), the Department means the following: (a) In the area of teaching, faculty member would need to meet the criteria for the year in which s/he is applying. (b) In the areas of research and service, faculty will be evaluated on the basis of his or her cumulative achievement since the beginning of his or her employment as tenure track faculty. By “cumulative” is meant the total record of achievement of such faculty member since the inception of his or her employment as tenure track faculty member of the Department

Tenure: By the phrase “by the end of the evaluation period” in Article 19.3a.(2)a.6 in the 2010-2015 Contract, the department means the same as in the use of the term “aggregate,” as defined, above.

PART V: Departmental 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 2010-2015 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 of three or more new courses
3. Development of a new program of study
4. Students evaluations consistently rating the faculty member at 3.5-4.0 over the entire evaluation period

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
8. Service as editor or co-editor of a refereed journal

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 national or international level
3. Chair of planning committee for a state or national conference
4. Participation in reviewer development of a state and federal policy/program related to one specialization
5. Service on school board, executive board or institution of higher learning governing board

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

PART VI: Professional Advancement Increase

- a) *Any tenured* employee shall be eligible for consideration for a professional advancement increase if the employee has completed at least five 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.
- b) Faculty who had received a Professional Advancement Increase are not eligible to apply until the fifth year after notification of the previous award. For example:

AY 2012-2013 application (fall 2012) and notification of PAI award (spring 2014)
AY 2013-2014 is the first year after
AY 2014-2015 is the second year after
AY 2015-2016 is the third year after
AY 2016-2017 is the fourth year after
AY 2017-2018 is the fifth year after (the first year of eligibility to request another PAI); materials submitted would cover the five years from AY 2012-2013 through AY 2017-2018.

EVALUATION CRITERIA FOR CLINICAL FACULTY

Definition: See definition for “Clinical Faculty”

Clinical faculty qualifications shall be comparable to those expected of tenurable ranks and their promotion pathways parallel those of the tenurable ranks. They are eligible for clinical rank and promotion in titles such as Clinical Instructor (Unit B only), Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor; however, they are not eligible for tenure. Completion of a terminal degree in the area of specialization will be required for anyone applying for promotion to the rank of Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor.

Clinical employees can have teaching, clinical supervision, and research responsibilities on campus or at a field location. They may be hired by and paid by a cooperating institution or by the University. They are hired and/or appointed on a non-tenurable basis based upon programmatic need, available resources, and continuing satisfactory performance.

Areas of Evaluation

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.

Performance

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.

- 1(a). For reappointment in probationary/clinical year one: satisfactory teaching/performance of primary duties; appropriate research/creative activity; and appropriate service during the entire evaluation period.
- 2(a). For reappointment in probationary/clinical year two: satisfactory teaching/performance of primary duties; satisfactory research/creative activity; and satisfactory service during the entire evaluation period.
- 3(a). For reappointment in probationary/clinical year three: effective teaching/performance of primary duties; highly satisfactory research/creative activity; and highly satisfactory service during the entire evaluation period.
- 4(a). For reappointment in probationary/clinical year four: highly effective teaching/performance of primary duties; effective research/creative activity; and effective service during the entire evaluation period.
- 5(a). For reappointment in probationary/clinical year five: significant teaching/performance of primary duties; highly effective research/creative activity; and highly effective service during the entire evaluation period.
- 6(a). For annual reappointment in clinical year six and beyond: effective teaching/performance of primary duties; effective research/creative activity; and effective service during the entire evaluation period.
- 7(a). For eligibility for three-year renewable clinical appointments: superior teaching/performance of primary duties, significant research/creative activity or service and highly effective in the remaining area.
- 8(a). For maintaining three-year renewable clinical appointments: highly effective teaching/performance of primary duties, highly effective research/creative activity, and highly effective service.
- 9(a). For promotion:**
 - (i) to clinical associate professor: superior teaching/performance of primary duties; significant research/creative activity; and significant service, in each area as examined in the aggregate, that is taken as a whole, through the evaluation period.

- (ii) to clinical professor: superior teaching/performance of primary duties; superior research/creative activity; and superior service, in each area as examined in the aggregate, that is taken as a whole, through the evaluation period.
- (iii) If a clinical professional on a three-year appointment fails to achieve “highly effective” evaluations as defined above, the multi-year appointment will be voided and the reappointment term would return to annual. The clinical professional may then reapply for a three-year contract as stated in 18.3.(b).(2) above.
- (iv) A clinical professional on a three-year appointment or on an annual appointment must achieve a minimum level of “satisfactory” performance as defined above to continue being employed as a clinical professional.

EVALUATION CRITERIA FOR RESEARCH FACULTY

Definition: See definition for “Research Faculty”

Research faculty are hired on a research grant with specific primary duties. They are eligible for reappointment based upon performance of those duties, possibly teaching and service as defined by the appointment. Performance must be at the “highly effective level during the first three years for reappointment. After three years, they are eligible for continued reappointment by achieving at least the ‘significant’ level annually. They are eligible for promotion based upon a scale ranging from highly effective, significant and superior. ***Completion of a terminal degree in the area of specialization will be*** required for anyone applying for promotion.

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. The following titles are used for experienced, independent researchers who have qualifications comparable to those expected of the tenurable ranks; the appointee is expected to make significant contributions to the research field:

Term Professor, Assistant Research Professor, Associate Research Professor, and Research Professor.

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 Department Application of Criteria for promotion and reappointment of the faculty member. The Provost will assign the initial designated rank and reappointment and promotion criteria for appointee’s, and these will be listed in their hiring letter.

Performance

- (a) The degree of effectiveness of performance of each employee being considered for reappointment or promotion will be evaluated in the areas of research activity and possibly teaching/performance of primary duties and service as defined by the appointment and work assignments.
- (b) The performance standards for continued annual appointments is defined as “highly effective” annually during the first three years by the Department Application of Criteria for all activities reported in the appointment.
- (c) After three years, it is expected that research faculty will demonstrate performance at the “significant” level in every year thereafter for continued annual appointments.

(d) For promotion:

- 1(a). to Research Assistant Professor: highly effective research/creative activities; highly effective teaching/performance of primary duties and/or highly effective service, as examined in the aggregate as appropriate, that is taken as a whole, through the evaluation period.
 - 2(a). to Research Associate Professor: significant research/creative activities; significant teaching/performance of primary duties and/or significant service, as examined in the aggregate as appropriate, that is taken as a whole, through the evaluation period.
 - 3(a). to Research Professor: superior research/creative activities; superior teaching/performance of primary duties and and/or significant service, as examined in the aggregate as appropriate, that is taken as a whole, through the evaluation period.
- (e) The annual evaluation procedure for Research Faculty not being considered for promotion is a process to demonstrate areas of strength by the faculty member and to identify areas in which to improve performance. The evaluation shall consist of the review by the Department Chair or Director of the required material and other professionally-related materials, including work in progress done since the last evaluation.

The evaluation shall include:

- (a) Required student course evaluations, if applicable;
- (b) Materials submitted by the employee to substantiate performance in research;
- (c) Materials demonstrating engagement in other assigned duties; and
- (d) Materials in the employee’s personnel file.

Following review of the documents, the Department Chair shall write a brief evaluation statement and send it to the Dean for review. A copy of the evaluation statement shall be sent to the employee. The employee may attach a written response to the evaluation statement for inclusion in the personnel file. After the review, the Dean will forward her/his recommendation to the Provost.

UNIT B LECTURERS

Unit B Full-Time Lecturers

Full time Clinical Faculty in Unit B's primary responsibility is in the preparation of professionals in the provision of clinical services and in clinically related teaching, research and service. Lecturers are teaching professional or resource professionals who have been appointed on a temporary basis. They are eligible for clinical rank and promotion in titles such as Clinical Instructor (Unit B) only, Clinical Assistant Professor, Clinical Associate Professor and Clinical Professor; however they are not eligible for tenure. Clinical faculty can have teaching, clinical supervision and research responsibilities on campus or at field locations. They may not be hired by and paid by both the cooperating institution and the University (Contract Definitions, Page 5). Performance requirements for full-time lecturers and clinical instructors are shown in the table below.

Unit B Part-Time Lecturers

Part-time (greater than 50%) clinical faculty's primary responsibility is in the preparation of professionals in the provision of clinical services and in clinically related teaching, research and service. Lecturers are teaching professional or resource professionals who have been appointed on a temporary basis. They can have teaching, clinical supervision and research responsibilities on campus or at field locations. Performance requirements for part-time clinical faculty and instructors are shown in the table below.

Evaluation

No Lecturer will be evaluated until he/she has completed one full academic term of service at the University. Each academic term, each Lecturer who teaches a course or other instructional activity shall ensure that at least half of his/her students have the opportunity to evaluate his/her 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." Evaluation of lecturers shall consist of a review of the following by the SEB Department Chairperson and the College of Education Dean.

Categories of materials and activities for use in evaluation include, but are not limited to those listed below:

Performance Requirements for Lecturers

<u>Years of Service</u>	<u>Teaching/Primary Duties</u>
Year 1	Satisfactory
Year 2	Effective
Year 3 and Beyond	Highly Effective

Relative Importance and Weight

1. In order for an individual to be rated as “satisfactory” in teaching effectiveness, she/he must have a satisfactory rating in Categories 1, 2, and 3.
2. In order for an individual on a Lecturer appointment to be rated as “highly effective” in teaching effectiveness, she/he must receive ratings of highly effective in all three categories.

Lecturer Appointments

- 1) 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.
- 2) 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.
- 3) 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.
- 4) 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.
- 5) 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.
- 6) Notwithstanding the foregoing, all lecturer appointments are subject to the provisions of Article 30.2a.
- 7) 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.
- 8) 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.

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.
- (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.
- (3) By March 15th of each academic year, the Department Chair shall develop a listing of all employees wishing to have employment in the department in Lecturer positions in the subsequent academic year provided that a satisfactory evaluation conducted in accordance with Section 30.2.c and Section 33.1 shall be required for an employee's name to be placed on the reemployment roster.
- (4) By April 1st of each academic year, the Department Chair shall notify employees of their position on the Lecturer reemployment roster.
- (5) The roster shall be submitted to the Dean and the appropriate University Vice President for review. A copy of the roster shall be available in the department office. Additionally, a copy shall be provided to each Lecturer and to the Union Chapter President.

Use of the Reemployment Roster

- (1) When determining to whom to offer a Lecturer appointment, the Department Chair shall proceed through the names on the reemployment opportunities roster in the order in which they appear on the roster, provided, however, that program needs shall be taken into account which may result in an out of seniority order offer. A Department Chair may offer an available Lecturer appointment to a candidate whose name is not on the roster if her/his decision to do so is based upon program need. Any employment notification shall be subject to the operational needs of the department (e.g., enrollment and funds availability).
- (2) With the exception of the period beginning two weeks prior to the commencement of classes, the offer shall be conveyed in writing. Although oral offers may be made as well, such valid offers shall be followed by a written verification within 10 work days.
- (3) Employees shall have fifteen work days from the date postmarked on the envelope containing the written offer to accept the offer.

Break in Service

- 1) If a Lecturer who has completed four consecutive years of service of half time or more and whose name appears on the roster is reemployed in a position of fifty percent or more after requesting and receiving a leave of absence of no more than one year, she/he will be included in the bargaining unit immediately upon in-unit reemployment. An employee who receives a requested break in service shall maintain her/his seniority on the reemployment roster.

- 2) If a Lecturer who has completed at least two consecutive years of service of half-time or more is not offered in-unit employment for a period not to exceed one year, she/he will be included in the bargaining unit upon in-unit reemployment maintaining her/his seniority on the reemployment roster. When a department plans to fill a new or vacant tenure-track position, an employee holding a Lecturer appointment shall be granted a preliminary interview, if she/he is qualified for the position, and if she/he follows the necessary application procedure. A University-wide announcement, including a departmental posting, of new or vacant positions shall be made at least one month prior to the deadlines for applications. A copy of the announcement shall be provided to the Union Chapter President.

TEMPORARY ACADEMIC SUPPORT PROFESSIONALS

- a. Temporary Academic Support Professionals shall become part of the bargaining unit when they are employed full time for more than one consecutive academic year, or, for appointments of fifty percent or more, employed for more than two consecutive academic years.
- b. The appointment of a temporary Academic Support Professional shall be contingent upon program need and shall be compensated at a rate specified in Section 41.1.
- c. Academic Support Professional positions may be filled by employees on a temporary basis for purposes of leave replacement; replacement of an employee assigned to work on a grant, contract, or non-instructional or instructional assignment; inability to recruit a qualified candidate for a permanent Academic Support Professional position; staffing of experimental programs; or when a pool of candidates for a position is insufficient to meet affirmative action guidelines.

ANNUAL EVALUATION OF TENURED EMPLOYEES (Article 19.4.c)

The annual evaluation for tenured employees not being considered for promotion or PAI is a process to evaluate each faculty member's work performance and accomplishments. The evaluation shall consist of the review by the Department Chair/Director of the required material and other professionally-related materials, including work in progress done since the last evaluation. Faculty will be evaluated in the areas of teaching, research, and service using the standards of Exemplary and Adequate as specified in each Departmental Application of Criteria. The evaluation shall include:

- 1) Required student course evaluations
- 2) Materials submitted by the employee to substantiate performance in each of the areas of teaching/primary duties, research/creative activity and service; and
- 3) Materials in the employee's personnel file.

Following review of the documents, the Department Chair shall write a brief evaluation statement and send it to the Dean for review. A copy of the evaluation statement shall be sent to the employee. The employee may attach a written response to the evaluation statement for

inclusion in the personnel file. After the review, the Dean will forward her/his recommendation to the Provost. (Article19.4.c).

Evaluations will be done in the 3 areas shown below and will include the following:

1. Required student course evaluations
2. Materials submitted by employee to substantiate performance in the three areas
3. Materials in the employee’s personnel file

The following will define what is required from a post-tenured faculty member for a rating of *Adequate* or *Exemplary*.

Tenured Faculty Evaluation Criteria

Year	Teaching/ Performance of Primary Duties	Research/ Creative Activities	Service
Faculty should meet <i>adequate</i> standards in each of the 3 areas. Failure to do so in any one of the three areas for 2 consecutive years shall trigger a one year appraisal and professional development process as defined by the Professional Development Mentoring Committee	Adequate or Exemplary	Adequate or Exemplary	Adequate or Exemplary

Adequate Criteria

To meet the standard of ***Adequate*** the faculty member must meet the following criteria:

Teaching/Primary Duties: The faculty member must meet following level in teaching/primary duties

Category 1: Student Evaluation Average: *Effective*

Category 2: Teaching/Primary Duties Materials: *All required materials must be included.*

Research/Creative Activities: The faculty member must provide evidence of three activities, at least two of which must be from Group III

Service: The faculty member must meet a rating of *Effective*.

Adequate Criteria

Teaching/Primary Duties	Student Evaluations: at least 3.0-3.3 on a scale of 0 to 5.0 Teaching/Primary Duty Materials: All required materials must be included.
Research/Creative Activities	Evidence of three activities from Category II or III
Service	Evidence of three activities from Category II or III

Exemplary Criteria

To meet the standard of **Exemplary** the faculty member must meet the following criteria:

Teaching/Primary Duties: The faculty member must meet following level in teaching/primary duties

Category 1: Student Evaluation Average: *Highly Effective*

Category 2: Teaching/Primary Duties Materials: *All required materials must be included.*

Research/Creative Activities: The faculty member must meet a rating of *Highly Effective*.

Service: The faculty member must meet a rating of *Highly Effective*.

Exemplary Criteria

Teaching/Primary Duties	Student Evaluations: at least 3.4-3.8 on a scale of 0 to 5.0 Teaching/Primary Duty Materials: All required materials must be included.
Research/Creative Activities	Evidence of three activities, at least two of which must be from Group III
Service	Four activities from Category II or III with at least one from Category III

The department chair reviews work and accomplishments (including work in progress done since the last evaluation). Following the review, the department chair shall write a brief evaluation statement and send it to the Dean for review. Dean will forward his/her recommendation to the Provost.

Failure to meet the *Adequate* standard for two consecutive years in any given area shall trigger a one-year appraisal and professional development process, as developed by the Professional Development Mentoring Committee.

DEFINITIONS

Performance by Designee: Any action or responsibility assigned to an official or representative of the Board, the University President or other University administrator, or the Union may be performed by a designee of such official or representative.

Titles or Headings: Any titles or headings are inserted solely for convenience of reference and shall not be deemed to limit or affect the meaning, construction, or effect of any provision of this Contract.

Whenever Used in the Contract:

1. **Academic Support Professional** shall mean an employee who is so designated by the Labor Board.
2. **Academic Term** shall mean one semester [fall or spring].
3. **Accreditation** shall mean being listed among the nationally recognized accredited agencies and associations listed in the Higher Education Directory.
4. **Adequate Cause** shall mean one or more acts or omissions which, singly or in the aggregate, have directly and substantially affected or impaired an employee's performance or fulfillment of her/his professional duties.
5. **Aggregate** shall mean a collective sum considered over the whole evaluation period.
6. **Appropriate University Vice President** shall mean a University Vice President responsible for coordination and supervision of the University program or organizational unit in which an employee is primarily assigned.
7. **Board** shall mean the Board of Trustees created by "an Act to provide it with the authority to operate, manage, control and maintain Chicago State University." To the extent permitted by law, the term "Board" shall also refer to any successor agency of the Board of Trustees of Chicago State University.
8. **Chapter President** shall mean the President of the chapter of the Union at Chicago State University.
9. **Clinical Faculty/Professionals** shall mean full-time Unit A or Unit B faculty members or part-time (greater than 50%) Unit B faculty members whose primary responsibility is in the preparation of professional clinicians, in the provision of clinical services, and in clinically related teaching, research, and service. Clinical faculty qualifications shall be comparable to those expected of tenurable ranks and their promotion pathways parallel those of the tenurable ranks. They are eligible for clinical rank and promotion in titles such as Clinical Instructor (Unit B only), Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor; however, they are not eligible for tenure. Clinical employees can have teaching, clinical supervision, and research responsibilities on campus or at a field location. They may be hired by and paid by a cooperating institution or by the University. They are hired and/or appointed on a non-tenurable basis based upon programmatic need, available resources, and continuing satisfactory performance.
10. **CUE** shall mean credit unit equivalency.

11. **Days** shall mean calendar days unless otherwise specified.
12. **Department** shall mean the University department, division, unit or other organizational entity in which an employee is primarily employed.
13. **Department Chair/Director** shall mean the person immediately responsible for management of the University department, division, unit, or other organizational entity in which an employee is primarily employed.
14. **Educational Contract** shall mean a contract through which the University provides a conference, course, or other Continuing Education offering at the request of, and in coordination with, a governmental unit, school or school district, community organization, or private business.
15. **Employee** shall mean a member of the bargaining unit.
16. **Employer** shall be defined as the "Board of Trustees for Chicago State University."
17. **IBHE** shall mean the Illinois Board of Higher Education.
18. **Intersession** shall be defined as the session of classes offered between the end of the fall term and the start of the spring term. Faculty teaching intersession courses are employed through a separate employee status statement. Intersession courses may be taught as part of the full-time load if requested by a faculty member and approved.
19. **ILCS** shall mean Illinois Compiled Statutes.
20. **Labor Board** shall be defined as the "Illinois Educational Labor Relations Board."
21. **Lecturer** shall mean a teaching professional or resource professional who has been appointed on a temporary basis.
22. **Member of the Immediate Family** shall mean the employee's husband, wife, mother, father, brother, sister, mother-in-law, father-in-law, child, or a member of the immediate household of the employee.
23. **PAI** shall mean Professional Advancement Increase.
24. **Professional Degree** shall mean a law degree (J.D. or L.L.M.), doctor of medicine (M.D.), doctor of dentistry (D.D.), or doctor of pharmacy (Pharm.D.).
25. **Reassignment** shall mean the assignment of duties to an employee outside of the designated department/unit in which that employee's appointment is formally located.
26. **Relative** shall mean the employee's mother, father, brother, sister, grandmother, grandfather, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, first cousin, child or grandchild.
27. **Research Faculty** shall mean Unit A faculty hired as experienced, independent researchers who have qualifications comparable to those expected of tenurable ranks, but are not tenure track. The appointee is expected to make significant contributions to the research field. He/she is eligible for rank and promotion in titles such as Term Professor, Assistant Research Professor, Associate Research Professor, and Research Professor. He/she is hired and/or appointed on a nontenurable basis based upon available grant funding.
28. **Resource Professionals** shall mean librarians, counselors, and media specialists.

29. **State Universities Retirement System (SURS)** shall mean the retirement system established by “An Act to provide for the creation, maintenance, and administration of a Retirement System for the benefit of the staff members of the State Universities and certain affiliated organizations, certain other State educational and scientific agencies and the survivors, dependents, and other beneficiaries of such employees” approved on July 21, 1941, as amended.
30. **Summer School** shall refer to the established academic sessions between the end of the spring term and the beginning of the fall term during which scheduled instructional activities are offered. Faculty teaching summer school courses are employed via a separate employee status statement.
31. **Teaching Professionals** shall mean teaching faculty.
32. **Technical Support Staff** shall mean member of Unit C, as defined by the Labor Board in Appendix J.
33. **Terminal Degree** shall mean a doctoral degree, MFA or MLS degree from an accredited graduate program recognized by the U.S. Department of Education and regionally recognized accrediting agencies. The Provost, in consultation with the Dean and, where appropriate, the Department Chair, may determine other degrees to be terminal for an academic discipline and shall notify the Union of such determination.
34. **Transfer** shall mean a change in the designated department/unit within the same bargaining unit in which the employee's appointment is formally located.
35. **Union** shall mean the University Professionals of Illinois, Local #4100, an affiliate of the AFT, IFT, and AFL-CIO.
36. **Union President** shall mean the President of Local #4100.
37. **University** shall mean Chicago State University.
38. **University President** shall mean the chief executive officer of the University.