

**Wayne Watson, Ph.D.**  
**President**



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October 2, 2012

Dr. Dolores Noble-Knight  
Chairperson, Department of Pharmacy Practice, and Departmental Employees

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

Dear Dr. Noble-Knight 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 Pharmacy Practice. 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', is written over a large, horizontal, oval-shaped scribble.

Wayne Watson  
President

Attachment: Approved DAC



DEC 2 2012

# Departmental Application of Criteria

## Department of Pharmacy Practice

2012 - 2015

J. Marshall  
Janene Marshall, DPC Chair

D. Nobles-Knight  
Dolores Nobles-Knight, Dept. Chair

*Dolores Nobles-Knight* 10/2/12

APPROVED

## **Chicago State University Mission & Vision**

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

**Chicago State University will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally.**

## **Preamble**

The purpose of the Departmental Application of Criteria (DAC) is to improve faculty performance and teaching effectiveness through the provision of a structured series of performance indicators and a multi-tiered system of evaluation. The evaluation process is organized to help faculty identify areas of strength and weakness and to assist faculty in documenting growth and development. The DAC is not intended nor should be construed to address areas that constitute 'conditions of employment', such as the need for clinical faculty to maintain licensure in the State of Illinois. It addresses the college and university requirement for continual growth and development of faculty in the areas of teaching/primary duties, research/scholarly activity and service. The DAC is organized according to these areas and, for each, identifies categories of accepted activities, their relative importance and methods of evaluation.

The mission of the Department of Pharmacy Practice is to prepare and empower pharmacy students and pharmacists to become competent providers of pharmacist care in all practice settings. This mission is achieved through a combination of innovative didactic coursework, experiential training, mentoring, scholarship, and community service in partnership with students, pharmacy practitioners and other health care providers and our communities. The Department serves the professional community through the development and evaluation of innovative pharmacy practice models that promote the role of the pharmacist as an integral member of the healthcare team. The activities in this document that constitute growth and development of faculty in this department are directly related to the achievement of this mission.

## **I. Categories of Materials and Activities, Relative Importance, and Methods of Evaluation**

### **A. Teaching/Primary Duties**

#### **Guidelines for Evaluation of Teaching/Performance of Primary Duties**

It is the responsibility of the Departmental Personnel Committee (DPC) to arrive at a judgment of the degree of effectiveness of performance in teaching/performance of primary duties based on the evidence presented in the portfolio. For the purpose of assigning a performance standard to the degree of effectiveness of teaching, the criteria in Table 1 will be followed. Guidelines for the evaluation of performance of teaching and primary duties shall be assigned an overall evaluation level which reflects the division of duties as determined by the division of assigned cues. Thus, the two aspects of the category Teaching/Performance of Primary Duties are to be weighted in the evaluation in proportion to the assignment of CUEs for that aspect. Because each of these aspects are quite different, the categories, importance, criteria, and guidelines for each aspect will be covered in two parallel sections: A1 Teaching and A2 Performance of Primary Duties. The teaching section is first and the performance of primary duties follows immediately after. Materials to be evaluated listed throughout this document are examples and are not intended to be all inclusive. In the case of discrepancy between the two aspects of teaching and performance of primary duties, the DPC must decide on the overall rating.

#### **Relative Importance of Teaching Activities**

Activities defined in the yearlong workload plan are most important. Other activities are equally important to each other.

#### **Relative Importance for Materials for Classroom and Laboratory Performance**

Course materials, classroom and site evaluations, and student evaluations submitted for evaluation of a faculty member will be weighted equally.

#### **Methods of Evaluation**

##### **1. Classroom Evaluations**

A minimum of three classroom evaluations will be conducted per evaluation cycle: 2 peer evaluations and a Department Chair evaluation for the same course. The faculty member will select one peer observer and the second will be assigned by the Department Chair. Observers will complete the evaluation and provide a general rating of the faculty member's teaching according to the following criteria: (1) clarity of presentation, (2) mastery of subject material, (3) appropriate level of student involvement and (4) classroom management. Department Chairs are additionally responsible for evaluation of student assessment materials. Observers are responsible for rating the faculty member in each domain as exceeds expectations, meets expectations or does not meet expectations. Online or hybrid courses will be evaluated in the same manner as on campus courses in that they must also be evaluated by two peers and the Department Chair. Classroom management will be assessed in a manner consistent with the method of course delivery

Upon receiving the observer evaluations the DPC will assign an observation rating based on the following criteria:

**Superior:** Faculty exceeds expectations in all four criteria

**Significant:** Faculty exceeds expectations in three of the four criteria and meets expectations in

one criterion

**Highly Effective:** Faculty exceeds expectation in two of the four criteria and meets expectations in two criteria.

**Effective:** Faculty meets expectations in all four criteria

**Highly Satisfactory:** Faculty meets expectations in three of the criteria, including subject mastery and presentation clarity

**Satisfactory:** Faculty meets expectations in subject mastery and presentation clarity

**Unsatisfactory:** Faculty does not meet expectations for a Satisfactory rating

Upon assignment of observation ratings, the DPC will develop a single rating based on the following scale:

**Superior:** 66% of all evaluations must be Superior and assessment ranking must exceed expectations

**Significant:** 66% of all evaluations must be Significant or higher and assessment ranking must meet expectations

**Highly Effective:** 66% of all evaluations must be Highly Effective or higher

**Effective:** 66% of all evaluations must be Effective or higher

**Highly Satisfactory:** 66% of all evaluations must be Highly Satisfactory or higher

**Satisfactory:** 66% of all evaluations must be Satisfactory or higher

Post-tenure:

**Exemplary:** 66% of all evaluations must be Significant or higher and evaluation of assessment must exceed expectations

**Adequate:** 66% of all evaluations must be Effective or higher

## 2. Student Evaluations

The faculty member will submit a summary of all university-authorized student evaluations conducted during the evaluation period. The evaluation questions are grouped into three categories: Professionalism, Content/Knowledge and Presentation skill. Faculty must submit student evaluation summaries with each category listed which will be evaluated according to the following rating scale:

**Superior:** Faculty must achieve a mean 3.75 rating in all three categories

**Significant:** Faculty must achieve a mean 3.75 rating in two of the three categories and a 3.5 in the third

**Highly Effective:** Faculty must achieve a mean 3.5 rating in all three categories

**Effective:** Faculty must achieve a mean 3.5 rating in two of the three categories and a 3.0 in the third

**Highly Satisfactory:** Faculty must achieve a mean 3.0 rating in all three categories

**Satisfactory:** Faculty must achieve a mean 3.0 rating in two of the three categories.

In the event of unusual circumstances, i.e., low response rates or experimental pedagogy, the faculty member and department chair may submit statements to provide clarity for DPC consideration.

## A1. Teaching

Activities	Materials to be Evaluated
a) Classroom, clinical precepting and laboratory performance	<ul style="list-style-type: none"> <li>• The yearlong workload form and any revised faculty workloads completed by the evaluation date.</li> <li>• The course syllabus or lecture handout, the final exam or test questions contributed to exam and a representative hour exam for each different course taught during the evaluation period.</li> <li>• Classroom evaluations during the evaluation period.</li> <li>• Student evaluations from all courses delivered during the evaluation period</li> <li>• If applicable, the following additional materials can be submitted:               <ul style="list-style-type: none"> <li>○ Materials from tutoring and help sessions.</li> <li>○ Evidence of training/mentoring students/assistants.</li> </ul> </li> <li>• Evidence of teaching performance may also be demonstrated by the receipt of teaching awards.</li> </ul>
b) Curriculum/course revision and/or development	Original instructional materials such as new lab experiments, original homework problems, novel/original learning aids, updates to lecture material to reflect current practice, updates in sequencing to facilitate integrated instructor or in response to assessment data or curriculum committee request etc.
c) Professional development for teaching, clinical practice/precepting improvement	Documentation of participation in activities that contribute to course development and improve teaching, which includes but not limited to CTRE workshops, AACP teaching seminars, faculty development workshops. Documentation of incorporation of a new technique/information into a course may also be provided
d) Delivery of faculty and preceptor development courses	<ul style="list-style-type: none"> <li>• Submission of faculty development course program announcement or lecture handout</li> <li>• Submission of the course evaluation form</li> </ul>
e) Preceptor for advanced training program (e.g., residency)	<ul style="list-style-type: none"> <li>• Goals and objectives for the rotation module</li> <li>• A summary of residency preceptor evaluations</li> </ul>

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

### Relative Importance of Performance of Primary Duties

The division of workload between teaching and primary duties, as according to the yearlong, will dictate the relative importance of these two categories.

<b>Activities</b>	<b>Materials to be Evaluated</b>
a) Academic advising of pharmacy learning communities	Calendar of meetings and/or synopsis of activities conducted with small learning groups.
b) Serving as chair for a major standing committee	Submission of end-of-year committee report
c) Training of personnel	Evidence of training students/assistants (i.e. tutors, chemical disposal training, residents, etc.) should be documented.
d) Professional development for program or clinical practice improvement	Documentation of workshops, training courses or other development programs related to the duty.
e) Serving as primary course coordinator or co-coordinator	Submission of course syllabus with course coordinators listed
f) Guest lectures in other COP courses	Submission of course syllabus and lecture handout
g) Developing and maintaining a clinical practice site	<ul style="list-style-type: none"> <li>• Submission of practice activity report and summary of duties performed at the site</li> <li>• Evaluation from chair (only for year 1)</li> <li>• Evaluation from site supervisor/medical director</li> </ul>
h) Coordination of an advanced training program	<ul style="list-style-type: none"> <li>• Evidence documenting serving as program coordinator</li> <li>• Goals and Objectives for the program</li> <li>• Summary of participant evaluations</li> </ul>
i) Management of ancillary personnel at clinical practice site	<ul style="list-style-type: none"> <li>• Submission of documents outlining responsibility for personnel management</li> <li>• Submission of job responsibilities at site including responsibility for personnel management</li> </ul>

### **Other Supporting Materials**

Any other materials may be submitted which serve to document the candidate's performance of their primary duties.

## **B Research/Scholarly Activity**

### **Guidelines for Evaluation of Research/Creative Activity**

It is the responsibility of the DPC to arrive at a judgment of the degree of effectiveness of performance in research/creative activity based on the evidence presented in the portfolio. Research output will be evaluated as sufficient in accordance with the infrastructure available to the candidate. Research activities are mutually exclusive with activities credited as either Teaching/Primary duties or Service. For the purpose of assigning a performance standard to the degree of effectiveness of research/creative activity, the criteria in Table 1 will be followed.

The two aspects of the category Research/Scholarly Activity will be evaluated in two parallel sections: B1 The Conduct of Research and B2 Research Productivity.

**Relative Importance of Conduct of Research Activities**

All activities in the conduct of research area will carry equal weight with the exception of B1a.

**Relative Importance of Research Productivity Activities**

The publication of peer reviewed articles and being PI/Co-PI on a successful, competitive external grant are the most important and of equal value. These two activities are evaluated cumulatively based on activities completed at the university. All other activities are of equal value and are evaluated according to the guidelines in Table 1.

**B1. The Conduct of Research**

<b>Activities</b>	<b>Materials to be Evaluated</b>
a. Develop a	Research Plan
b. Research performance	A synopsis of research/scholarly progress since the last evaluation.
c. Student research training	<ul style="list-style-type: none"> <li>• A statement of how students are involved in research, the student’s names and their specific contribution to the research effort.</li> <li>• Accepted APPE fourth year Capstone Project Proposal</li> </ul>
d. Professional development for research improvement	Documentation of attendance at workshops or other development activity.

**Other Supporting Materials**

Materials which may be submitted in the evaluation portfolio include any evidence appropriate for documenting the activities in B1.

**B2. Research Productivity**

<b>Activities</b>	<b>Materials to be Evaluated</b>
a) Peer reviewed publications	Copies of all publications and abstracts.
b) PI or Co-PI on a successful, competitive, external grant	The cover page, abstract, and grant award letters of successful grants.
c) Non-peer reviewed publication; internal or non-competitive, external grants	<ul style="list-style-type: none"> <li>• Evidence supporting authorship of a book, book chapter or article.</li> <li>• The cover page, abstract, and grant award letters of successful grants.</li> <li>• Copies of abstracts and publications</li> </ul>

d) External faculty or student presentations	<ul style="list-style-type: none"> <li>• Conference proceedings which list the candidate's presentations and /or contributions.</li> <li>• Conference proceedings which list student presentations and contributions for which the candidate served as mentor.</li> </ul>
e) Pending or unsuccessful grants, publications, or presentations	Representative samples of research, grants, or manuscripts in progress.
f) Co-PI/Contributor/ Consultant on collaborative grant activities at CSU and/or with other institutions (which don't otherwise qualify as a B2b/c activity)	Evidence of participation (in roles other than PI or co-PI) in successful collaborative grant activities at CSU and/or with other institutions. These may include professional correspondence and thank you letters.
g) Peer reviewed clinical training materials or creative educational products	Copies of training materials or products

### C. Service

#### Guidelines for the Evaluation of Service

It is the responsibility of the DPC to arrive at a judgment of the degree of effectiveness of performance in service based on the evidence presented in the portfolio following the criteria outlined in Table 1. All activities receiving credit for service provision must be professional discipline-related or related to health professional education and/or promotion. Service activities are also mutually exclusive with activities in the categories of teaching/primary duties and research/scholarly activity. Activities listed in this section are provided as examples and are not intended to be all inclusive. The DPC is to provide guidance to faculty regarding activities that may receive credit for service provision. For purposes of evaluation, Service will be evaluated through two separate measures: C1 Internal activities and C2 External activities. The internal and external areas of evaluation encompass the major areas of service provided to the department, college, university, profession and community, as well as activities that lead to achievement of the university and college missions.

#### Relative Importance of Service Activities

Service on required departmental, college or university committees is considered the most important. All other service is considered equally important.

#### C1. Internal Activities

Activities	Materials to be Evaluated
a) Participation in department, assigned college, assigned university standing committees and standing committees at the clinical practice site	<ul style="list-style-type: none"> <li>• A list of committees assigned and a letter from the chair of the committee confirming attendance at meetings</li> <li>• Meeting minutes from the clinical practice site or a letter from the committee chair</li> </ul>

b) Participation in department, assigned college, and assigned university <i>adhoc</i> committees	A list of committees and a letter from the chair of the committee confirming attendance at meetings
c) Participation in university wide committees that are not assigned	A list of committees and evidence of attendance at meetings or events sponsored by the committee
d) Advisor of Student Organizations recognized by the College of Pharmacy and/or Chicago State University	Evidence of serving as an advisor to a student group recognized by the college of pharmacy or CSU. Evidence must include the College/University published list of student organizations and assigned advisors.
e) Administrative duties assigned by the Chair or Dean	Evidence of providing assistance to the Chairperson or other member of the administration.
f) Internal (University-wide) presentations	Documentation of presentations representing the College of Pharmacy or guest lectures in non-pharmacy courses.
g) Admissions Interviews	Documentation of participation in at least 80% of the interview dates assigned by the Admissions Committee.
h) Supervision of students for courses	Documentation of assisting in the supervision of students for courses not otherwise designated in the faculty member's workload including workshops, labs, field experiences, or assessment activities.
i) Faculty Candidate Interviews	Documentation of participation in the interview process for more than two prospective faculty members/administrators for the College of Pharmacy
j) Additional Service Activities	Documentation of participating in other activities for the College of Pharmacy.

## C2. External Activities

<b>Activities</b>	<b>Materials to be Evaluated</b>
a) External Presentations	Documentation of presentations outside the university representing the university.
b) Professional organizations-Membership	Documentation of a self-funded membership in the organization

c) Professional organizations- Service	Evidence of service to the organization(s), which can include: <ul style="list-style-type: none"> <li>• Participation in a formal mentoring program</li> <li>• Holding office</li> <li>• Receiving a service award</li> <li>• Participation in local, regional, state, national, or international boards, organizations or taskforces</li> <li>• Special interest groups or committees</li> </ul>
d) Faculty Development Mentoring Program	Documentation of participating as a mentor in the campus wide mentoring program.
e) Community or government volunteer service	Documentation of service <ul style="list-style-type: none"> <li>• Participation in a formal mentoring program</li> <li>• Holding office</li> <li>• Receiving a service award</li> <li>• Participation on advisory committee or patient advocacy board</li> <li>• Participation in local, regional, state, national, or international boards, organizations, taskforces or working/planning groups</li> <li>• Community event service (including but not limited to health fairs, screening days, health education workshops/symposia, immunization days, poison prevention activities, health profession promotion events, medical missions)</li> </ul>
f) Service as a grant or manuscript reviewer, member of a journal editorial board or conference organizer	<ul style="list-style-type: none"> <li>• Letters of acknowledgement of grant reviews or manuscript reviews.</li> <li>• Letters of acknowledgement of board service</li> </ul>
g) Participation on <i>ad hoc</i> committees and/or taskforces at practice site	Submission of meeting minutes and/or a letter from the committee chair documenting participation
h) Additional external service activities	Documentation of participating in other activities for the college or university.

## II. PERSONNEL RECOMMENDATIONS

In order to receive a positive personnel recommendation a candidate must be judged to have met the performance standard in each area (teaching/performance of primary duties, research/creative activity, and service), as required by the Faculty Agreement for the requested personnel action.

<b>Personnel action</b>	<b>Evaluation cycle</b>	<b>Teaching/Primary Duties</b>	<b>Research/Scholarly activity</b>	<b>Service</b>
Retention-all faculty	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
Tenure	Year 6	Superior	Significant	Significant
Clinical Multiyear contract-qualification	Year 6	Superior	Significant or Highly Effective*	Significant or Highly Effective*
Clinical Multiyear contract – renewal		Highly Effective	Highly Effective	Highly Effective
			*One category must be Significant	
Promotion: Instructor to (Clinical) Assistant Professor		Highly Effective	Satisfactory	Satisfactory
Promotion: (Clinical) Assistant to (Clinical) Associate Professor		Superior	Significant	Significant
Promotion: (Clinical) Associate to (Clinical) Full Professor		Superior	Superior	Superior

### **III. POST-TENURE ANNUAL EVALUATION**

The annual evaluation for tenured employees not being considered for promotion or PAI is a limited process to identify areas of strength and weakness and to improve performance. The evaluation shall consist of the review of the following required material and other professionally related materials by the Department Chair.

Required student course evaluations; materials submitted by the employee to substantiate performance in the areas of teaching/primary duties, research/scholarly

activity and service 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 statements for inclusion in the personnel file.

<b>Post-tenure performance descriptor</b>	<b>Teaching/Primary duties</b>	<b>Research/Scholarly activity</b>	<b>Service</b>
Adequate	Effective	Effective	Highly Effective
Exemplary	Significant	Significant (one year)	Significant (one year)

Failure to meet the "Adequate" standard for two consecutive years in any given area shall trigger a one-year appraisal as defined in Article 19.4, C.3 of the 2010-2015 Faculty Agreement and following procedures established by the University's Professional Development Mentoring Committee (PDMC)

#### **IV. EVALUATION OF UNIT B FACULTY**

Unit B faculty are evaluated on performance of teaching/primary duties only. Submission of the portfolio to the Department Chair for evaluation should include supportive documentation as previously defined for Unit A faculty. Unit B faculty are expected to achieve at minimum a "Satisfactory" rating, however, that does not guarantee reappointment.

#### **V. Summary: Performance Evaluation Criteria**

<b>Teaching/Primary Duties</b>	
<b>A1. Teaching</b>	<b>A2. Primary Duties</b>
a) Classroom, clinical precepting and laboratory performance	a) Academic advising of pharmacy learning communities
b) Curriculum/course revision and/or development	b) Serving as chair for a major standing committee
c) Professional development for teaching, clinical practice/precepting improvement	c) Training of personnel
d) Delivery of faculty and preceptor development courses	d) Professional development for program or clinical practice improvement
e) Preceptor for advanced training program (e.g., residency)	e) Serving as primary course coordinator or co-coordinator
	f) Guest lectures in other COP courses
	g) Developing and maintaining a clinical practice site
	h) Coordination of an advanced training program

	i) Management of ancillary personnel at clinical practice site
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<b>Research</b>	
<b>B1. The Conduct of Research</b>	<b>B2. Research Productivity</b>
a) Develop a	a. Peer reviewed publications
b) Research performance	b. PI or Co-PI on a successful, competitive, external grant
c) Student research training	c. Non-peer reviewed publication; internal or non-competitive, external grants
d) Professional development for research improvement	d. External faculty or student presentations
	e. Pending or unsuccessful grants, publications, or presentations
	f. Co-PI/Contributor/ Consultant on collaborative grant activities at CSU and/or with other institutions (which don't otherwise qualify as a B2b/c activity)
	g. Peer reviewed clinical training materials or creative educational products

<b>Service</b>	
<b>C1. Internal Activities</b>	<b>C2. External Activities</b>
a) Participation in department, assigned college, assigned university standing committees and standing committees at the clinical practice site	a. External Presentations
b) Participation in department, assigned college, and assigned university <i>adhoc</i> committees	b. Professional organizations- Membership
c) Participation in university wide committees that are not assigned	c. Professional organizations- Service
d) Advisor of Student Organizations recognized by the College of Pharmacy and/or Chicago State University	d. Faculty Development Mentoring Program
e) Administrative duties assigned by the Chair or Dean	e. Community or government volunteer service
f) Internal (University-wide) presentations	f. Service as a grant or manuscript reviewer, or conference organizer
g) Admissions Interviews	g. Participation on <i>adhoc</i> committees and/or taskforces at practice site
h) Supervision of students for courses	h. Additional external service activities
i) Faculty Candidate Interviews	
j) Additional Service Activities	

**TABLE 1: Performance Level Criteria**

<b>Performance Descriptor*</b>	<b>Teaching/Primary Duties</b>	<b>Research/Scholarship</b>	<b>Service</b>
Appropriate	N/A	Completion of a B1(a) activity	Completion of a C1(a) and a C2(b) activity
Satisfactory	Must receive a <b>“Satisfactory”</b> rating or better in classroom observations and student evaluations related to A1(a) <b>plus</b> two A1 or A2 activities	<b>Tenure Track Faculty:</b> Completion of B1(a) <b>plus</b> any other B1 activity <b>Clinical Track Faculty:</b> Completion of B1(a) activity <b>plus</b> any other B1 activity	Completion of two C1(a) activities, a C2(c) activity <b>and</b> one other C1 or C2 activity
Highly Satisfactory	N/A	<b>Tenure Track Faculty:</b> Completion of a B1(b) activity <b>plus</b> one other activity that qualifies as a B1(c), B1(d) or B2 <b>Clinical Track Faculty:</b> Completion of an activity that qualify as B1(b) <b>plus</b> one other activity that qualifies as a B1(c) or B2	Completion of two C1(a) activities, one C2(c) activity, one C2(e) activity <b>and</b> one other activity that qualifies as C1 or C2
Effective	Must receive an <b>“Effective”</b> rating or better in classroom observations and student evaluations related to A1(a) <b>plus</b> completion of an A1(c), A2(a) and one additional A1 or A2 activity	<b>Tenure Track Faculty:</b> Completion of a B2 activity plus one B1 or B2 activity (except B1a) <b>Clinical Track Faculty:</b> Completion of a B2 activity	Completion of two C1(a) activities, one C2(c) activity, one C2(e) activity <b>and</b> two other activities that qualify as C1 or C2
Highly Effective	Must receive a <b>“Highly Effective”</b> rating or better in classroom observations and student evaluations related to A1(a) <b>plus</b> one additional A1 and two A2 activities (Including A2g for clinical faculty)	<b>Tenure Track Faculty:</b> Completion of a B2(a) or B2(b) activity <b>plus</b> one B1 and two B1 or B2 activities (except B1a) <b>Clinical Track Faculty:</b> Completion of a B2(a), (b) or (c) activity <b>plus</b> a B1 activity (except B1a)	Completion of two C1(a) activities, one C2(c) activity, one C2(e) activity <b>and</b> three other activities that qualify as C1 or C2
Significant (One year)	Must receive a <b>“Significant”</b> rating or better in classroom observations and student evaluations related to A1(a) <b>plus</b> one A1 and two A2 activities (including A2g for clinical faculty)	<b>Tenure Track Faculty:</b> Completion of two B2(a) or B2(b) activities <b>plus</b> two B1 (except B1a) and three B2 activities <b>Clinical Track Faculty:</b> Completion of two B2(a) activities <b>plus</b> three B1 (except B1a) or B2 activities	Completion of two C1(a) activities, one C2(c) activity, one C2(e) activity <b>and</b> five other activities that qualify as C1 or C2
Significant (Cumulative)	N/A	<b>Tenure Track Faculty:</b> Completion of three B2(a) or B2(b) activities plus six B1 or B2 activities	10 C1(a), 6 C1 and 10 C2 activities

		<b>Clinical Track Faculty:</b> Completion of two B2(a) activities <b>plus</b> four B1 or B2 activities	
Superior (One Year)	Must receive a “ <b>Superior</b> ” rating in either classroom observations or student evaluations and a “ <b>Significant</b> ” rating in the other related to A1(a) <b>plus</b> two A1 and three A2 activities (including A2g for clinical faculty)	<b>Tenure Track Faculty:</b> Completion of three B2(a) or B2(b) activities <b>plus</b> three B1 (except B1a) or B2 activities <b>Clinical Track Faculty:</b> Completion of three B2(a) activities <b>plus</b> three B1 (except B1a) or B2 activities	Completion of two C1(a) activities, one C2(c) activity, one C2(e) activity <b>and</b> eight other activities that qualify as C1 or C2
Superior (Cumulative)	Must receive a “ <b>Superior</b> ” rating in either classroom observations or student evaluations and a “ <b>Significant</b> ” rating in the other related to A1(a) <b>plus</b> six A1 and eight A2 activities (including A2g for clinical faculty)	<b>Tenure Track Faculty:</b> Completion of four B2(a) or B2(b) activities <b>plus</b> six B1 or B2 activities since the last promotion or PAI <b>Clinical Track Faculty:</b> Completion of three B2(a) activities <b>plus</b> five B1 or B2 activities since the last promotion	10 C1(a), 8 C(1) and 12 C2 activities since the last promotion or PAI

**\*Note:** Completion of multiple activities that fall under the listed categories in the above table count as separate activities. For example, publishing two peer-reviewed papers counts as *two* B2(a) activities



**Chicago State University College of Pharmacy  
Peer/Chairperson Observation & Evaluation Form**



**Faculty Name:** \_\_\_\_\_ **Course Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**INSTRUCTIONS:** You are requested to observe and evaluate a faculty member's degree of effectiveness in teaching as part of the College and University's overall faculty assessment program. Please read each criterion carefully and provide your input thoughtfully. Guidelines are given for each domain to aid in your evaluation efforts. Please note that all guidelines may not be applicable in a given observation. This list is also not exhaustive. The peer observer is encouraged to use any guidelines deemed appropriate for each criterion. For each stated criterion, select the rating that best reflects the faculty member's performance. At the conclusion of the observation and evaluation process, indicate an overall rating for the faculty member. Please be sure to include specific comments, particularly if the rating selected is "needs improvement."

Criteria	Comments (if any)	Rating (select one)
<p><b>1 Clarity of Presentation</b></p> <p>The Faculty Member:</p> <ul style="list-style-type: none"> <li>• Clearly states, either orally or in writing (e.g., handout/syllabus) the objectives for the subject area.</li> <li>• Provides an overview of what is planned for the class period.</li> <li>• Has lecture objectives that align with the overall course objectives.</li> <li>• Uses appropriate pedagogy to convey material (e.g., lecture, discussion, demonstration, etc.)</li> <li>• Speaks clearly and audibly.</li> <li>• Speaks at an appropriate pace.</li> </ul>		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement
<p><b>2 Mastery of Subject Material</b></p> <p>The Faculty Member:</p> <ul style="list-style-type: none"> <li>• Appears well prepared for class presentations.</li> <li>• Appears knowledgeable and up-to-date about subject area.</li> <li>• Presents material at a depth that is appropriate to the type of course and student level.</li> <li>• Explains concepts effectively, providing examples when appropriate.</li> <li>• Explains difficult concepts or problems effectively.</li> </ul>		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement
<p><b>3 Appropriate Level of Student Involvement</b></p> <p>The Faculty Member:</p> <ul style="list-style-type: none"> <li>• Stimulates discussion and classroom interaction.</li> <li>• Uses eye contact effectively.</li> <li>• Is responsive to students' comments and feedback.</li> </ul>		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement
<p><b>4 Classroom Management</b></p> <p>The Faculty Member:</p> <ul style="list-style-type: none"> <li>• Uses appropriate instructional supports (PowerPoint, overheads, other AV) effectively.</li> </ul>		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement

Criteria	Comments (if any)	Rating (select one)
<ul style="list-style-type: none"> <li>• Demonstrates enthusiasm toward the subject area.</li> <li>• Answers students' questions clearly and directly.</li> <li>• Begins and ends classes on time (Uses class time effectively).</li> <li>• Creates an atmosphere conducive to learning.</li> </ul>		<b>Improvement</b>

**Additional Comments, if any:**

**Overall Rating:**

Select an overall rating for the faculty using the following scale:

<input type="checkbox"/>	<b>Superior</b>	Faculty exceeds expectations in all four criteria
<input type="checkbox"/>	<b>Significant</b>	Faculty exceeds expectations in three of the four criteria and meets expectations in one criterion
<input type="checkbox"/>	<b>Highly Effective</b>	Faculty exceeds expectation in two of the four criteria and meets expectations in two criteria
<input type="checkbox"/>	<b>Effective</b>	Faculty meets expectations in all four criteria
<input type="checkbox"/>	<b>Highly Satisfactory</b>	Faculty meets expectations in three of the criteria, including subject mastery and presentation clarity
<input type="checkbox"/>	<b>Satisfactory</b>	Faculty meets expectations in subject mastery and presentation clarity
<input type="checkbox"/>	<b>Unsatisfactory</b>	Faculty does not meet expectations for a Satisfactory rating

**Observer's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_