

GOVERNORS STATE UNIVERSITY

STATEMENT OF DIVISION CRITERIA

(FOR EVALUATION OF FACULTY FOR RETENTION/TENURE/PROFESSIONAL ADVANCEMENT)

IN THE DIVISION OF ACCOUNTING/FINANCE/MANAGEMENT INFORMATION SYSTEMS

Effective AY2005-2006

INTRODUCTION

The Division criteria of evaluation stated below is understood to be a guideline. Judgment is to be used in determining how well faculty members meet the established criteria. The evaluation process should ensure that performance will be evaluated in terms of quality and that achievements are not merely enumerated.

"Faculty members should demonstrate quality in the standards in the evaluation criteria in their teaching, research, creative activity and service by full participation in program reviews, accreditation processes, planning efforts, and committee work at all levels."

For the purpose of this document,

- a. an instructor shall mean a Unit A Tenure Track Employee who has completed all requirements for a terminal degree other than the dissertation (ABD), thesis, or final project on a limited term contract pending the award of his terminal degree;
- b. Usually the contract will be for one year; however, it may be for two years based on an exception with approval by the Provost and President;
- c. During the time the employee is classified as an Instructor, he/she will be evaluated based on the standards for a tenure track employee, i.e. he/she will be placed in year one and evaluated per the standards and criteria for each appropriate year.

Evaluation for retention/tenure/promotion/professional advancement is based on judgment of performance in three areas*: I. Teaching/Performance of Primary Duties, II. Research/Creative Activity and III. Service. These three areas are to be achieved at the levels indicated in section (xxx) depending upon the number of years credited toward tenure, promotion or application for Professional Advancement.

Relationship among areas of professional responsibility: Of the three areas of responsibility, teaching/performance of primary duties is considered the most important. "Governors State University's primary mission is teaching." (Current GSU Catalog.) Since teaching is the primary mission, the evaluation of a faculty member's performance should be based primarily on his/her activities that promote, improve, and/or complement his/her teaching. The Teaching/Performance of Primary Duties area of performance should be given more emphasis than the

other two areas, but no area should be given total emphasis for retention/tenure/promotion/professional advancement decisions. All areas should be considered but with limits placed on the emphasis given any one area. With this concept as the premise of evaluation, the following standards should be used when weighing the three areas for retention/tenure/promotion/professional advancement decisions:

Area	minimum/maximum emphasis*
I.	Most significant emphasis
II.	Moderate emphasis
III.	Some emphasis

"Particular emphasis will be given to those activities which are directly connected to the University's Mission, Goals, and Priorities and the College's Strategic Plan " for the coming academic year.

The foundation for this statement of Division Criteria for evaluation is based on statements from the current Faculty Agreement concerning academic freedom and the Priorities, Quality and Productivity of Illinois Higher Education Committee of the Whole.

TEACHING/PRIMARY DUTIES

The evaluation of teaching/performance of primary duties must include:

1. Review of SEIs are required for all courses taught during the evaluation period for all non-tenured Unit A Faculty members and all tenured Unit A Faculty who are applying for promotion or professional advancement increase. SEIs related to a course taught for the first time will not be required; however, this must be discussed with and agreed to by the Division/Department Chairperson at the time of the AOD process.
2. Faculty narrative discussing, evaluating and/or analyzing SEI ratings. This narrative can highlight strengths, address possible weaknesses and provide insight into the direction of the faculty member's teaching.
3. Course materials prepared by the faculty member.
4. In addition to the above, the following items, where deemed appropriate and feasible by the faculty member, should be considered
 - a. Recommendations by professionals outside the University in teaching or in the faculty member's discipline.
 - b. Infusion of research activities into teaching.

- c. Mandatory observations of classroom teaching by peer(s) and division chair, and/or dean. All observations should normally be by prior arrangement and at the mutual convenience of observer(s) and faculty. Failure of division chair or dean to conduct observation shall not prejudice the faculty member's application. All observations will be for a minimum of one class, with advance notice, during the evaluation period.
- d. Utilization of teaching supplements: guest lectures, field trips, computer software, films, videotapes, etc.
- e. Supplemental materials distributed in class.
- f. Evidence of indirect instruction such as extra review sessions, supervised work study groups, etc. (Does not include make up sessions for canceled classes.)
- g. Signed student letters of recommendation.
- h. Other factors determined by the faculty member that are related to quality of performance.
- i. The following areas, where feasible and appropriate:
 - (1) use of information technology
 - (2) promotion of student quantitative skills
 - (3) inclusion of diversity issues
 - (4) inclusion of internationalization
 - (5) promotion of student written and oral communication skills.
 - (6) inclusion of ethical issues
- j. Faculty in this Division will be evaluated in teaching/primary duties in relation to maintaining accreditation.

Every aspect of teaching/primary duties shall be considered in the evaluation process.

Levels of Performance for Teaching/Primary Duties

Satisfactory

In meeting this performance standard the evaluation is to include the consideration of the faculty narrative, the evaluation of the probationary period SEIs for the evaluation periods at least Satisfactory when compared to the objective maximum score and/or to other faculty SEIs in the Division, consideration of 1-11 in the previous section, and classroom observations for the evaluation period supporting a standard of at least Satisfactory teaching.

Effective

In meeting this performance standard the evaluation is to include the consideration of the faculty narrative, the evaluation of the probationary period SEIs for the evaluation period as at least Effective when compared to the objective maximum score and/or to other faculty SEIs in the Division, consideration of 1-11 listed in the previous section, and classroom observations for the evaluation period supporting a standard of at least Effective teaching.

Highly Effective

In meeting this performance standard the evaluation is to include the consideration of the faculty narrative, the evaluation of the probationary period SEIs for the evaluation period as at least Highly Effective when compared to the objective maximum score and/or to other faculty SEIs in the Division, consideration of 1-11 listed in the previous section, and classroom observations for the evaluation period supporting a standard of at least Highly Effective teaching.

Superior

In meeting this performance standard the evaluation is to include the consideration of the faculty narrative, the evaluation of the probationary period SEIs for the evaluation period as Superior when compared to the objective maximum score and/or to other faculty SEIs in the Division, consideration of 1-11 listed in the previous section, and classroom observations for the evaluation period supporting a standard of at least Highly Effective teaching.

Refer to the Performance Standards Matrix for the level of standard required in each year of the probationary period. The Matrix also serves as a guide for evaluating each source used to assess teaching and primary duty responsibilities.

Sources of evaluative judgment of teaching/primary duties:

1. Examples of all instructional materials prepared by the faculty member and employed in the teaching process should be reviewed. This includes, but is not limited to, syllabi, outlines, reading lists, examinations, study guides, study sheets, material distributed in class, supplemental instructional materials, audiotapes, videotapes, computer software, laboratory preparations, and transparencies. These materials should be evaluated for teaching effectiveness as indicated by:
 - a. Content - Accuracy, currency, appropriateness
 - b. Organization - Logic, consistency, clarity
 - (1) Syllabi should include the following elements: course number and title, instructors name, brief description of course content, expected student

outcomes, topical outline, major reading and writing assignments, evaluation procedures, textbooks, and bibliography (if appropriate).

- (2) Course outlines must demonstrate the subject matter is thoroughly presented and that current information is included in course content.
 - (3) Evaluation mechanisms are consistent with content covered in the course.
 - (4) Faculty member should select appropriate instructional materials.
2. Observation of teaching/primary duties is an important consideration used as part of evaluation. Observations may be those of other faculty in the Division or program, the division chair, the dean of the College, and/or appropriate others. Observations should normally be by prior arrangement and at the mutual convenience of observer and faculty. These evaluations should be submitted in a timely manner with comments concerning factors from among those below. Copies of written statements should be given to the faculty member being evaluated and the Chair of the Division Personnel Committee. Among the performance factors considered are:
- a. instructor's knowledge of content;
 - b. organization of content presentation;
 - c. ability to promote student participation;
 - d. effective use of classroom time;
 - e. consistency of classroom content with outline in syllabus;
 - f. use of a variety of learning strategies;
 - g. whether the course is taught for the first time, or with a new book;
 - h. whether technique, format, or strategies are new or presented for the first time;
 - i. other materials distributed in class;
 - j. other consideration as appropriate;
 - k. utilization of teaching supplements, software, video, films, etc.;
 - l. whether instructional material is current, accurate, clear, and logical;
 - m. instructor's preparation;
 - n. instructors rapport with class;
 - o. appropriate use of research in teaching;
 - p. evidence of integration of knowledge from other disciplines.
3. Other primary duties include both assigned and unassigned duties. Such duties include, but are not limited to: (1) advising; (2) working with adjunct and/or other colleagues to improve instruction/service; (3) participating in and effectively contributing to program development and University program reviews; (4) participating in the development and evaluation of students; e.g. serving on thesis and master's research paper committees; developing and grading comprehensive exams, etc.; (5) supervision of student internships; (6) assisting, advising, or recommending students for scholarships, internships, or grants etc.; and (7) effectively participating in the recruitment and retention of students.

Evaluation of performance of other primary duties is based on:

- the amount of time required to discharge these duties;
- the initiative involved in creating, developing or organizing these duties;
- the timeliness, thoroughness and accuracy of the work; and

- the faculty member's record in effectively cooperating with the individuals and groups necessary to discharge these duties.

RESEARCH/CREATIVE ACTIVITY

Evaluation of effectiveness of a faculty member's research/creative activity shall include consideration of: the quality and quantity of research/creative activity; contributions to the faculty member's discipline or field; extent and nature of local, state, or national recognition of research/creative activity; extent and nature of participation in professional organizations; extent and nature of the contribution to research of teaching, research of integration, research of application, and research of artistic creativity. A further consideration will be the relationship of the research/creative activities to the mission, goals, and priorities of the Division, College and University.

It is recognized that an individual faculty member does not have control over the specific date of acceptance of an article, book, etc. for publication or the specific publication date. With this in mind and with regard to the activities required for Years 1 through 5, if more publications than required by the DC were completed, submitted, and accepted and/or published in year(s) prior to the next evaluation year, they will carry over to the next year. If the work in the aggregate prior to a specific year demonstrates an ongoing pattern of scholarship (as required in Years 1 through 5 in the Division Criteria) and meets the requirements for a particular evaluation year, it will be considered as meeting the criteria for the particular evaluation year even though it was completed early.

With regard to evaluation for tenure/promotion to Associate Professor, promotion to Full Professor, and application for PAI Teaching/Research, or PAI Teaching/Service criteria must be met as specified in the division criteria for the appropriate years.

The documented research/creative activities can be accomplished through:

1. Research/Creative activity of discovery/original research. This product may be a book, monograph, journal article, book review, translation, essay, film, videotape, audiotape, software, instructional materials, study guide, chapter of book or study guide, writing of continuing professional education courses, etc.

Evaluation of this original research is based on:

- relevance of work to faculty member's discipline, Division, College, or University;
- role of faculty member in the production (as an author, editor, coordinator, performer, producer);
- the internal or external significance of the work;
- reputation of the medium of publication/presentation; and
- type of audience – local, regional, state, national.

2. Research/Creative activity of integration. Possible activities may include cross-disciplinary research, development of indices and annotated bibliographies, panel discussion, participation on editorial board of academic/professional journals, papers presented at professional meetings, presentation of papers to trade groups, professional consultations, or other types of presentations as defined by peers in the discipline, etc. Editor of a professional journal may be considered as a Research/Creative Activity.

Evaluation of the research of integration is based on:

- relevance of work to faculty member's discipline, Division, College, or University;
- role of faculty member in the production (as an author, editor, coordinator, performer, producer);
- the internal or external significance of the work;
- reputation of the medium of publication/presentation; and
- type of audience – local, regional, state, national.

3. Research/Creative activity of application. This product may be facilitation of the development of public policy, obtaining professional certification, , internships and employment as visiting faculty member, , participation in panels appropriate to the faculty member's discipline.

Evaluation of the research of application is based on:

- relevance of work to faculty member's discipline, Division, College, or University;
- role of faculty member in the production (as an author, editor, coordinator, performer, producer);
- the internal or external significance of the work;
- reputation of the medium of publication/presentation; and
- type of audience – local, regional, state, national.

4. Research/Creative activity of teaching. Possible activities may include research on assessment activities, new course development including web-based courses and cross-disciplinary courses. Products from these activities may be publishable papers or articles, curricular materials (either print or electronic), assessment tools or rubrics. Also included here are relevant certifications, such as CPA, CFA, Microsoft Certifications, etc, that are specifically applicable to the person's area of teaching/expertise.

Evaluation of the research of teaching is based on:

- relevance of work to faculty member's discipline, Division, College, or University;
- role of faculty member in the production (as an author, editor, coordinator, performer, producer);
- the internal or external significance of the work;
- reputation of the medium of publication/presentation; and
- type of audience – local, regional, state, national.

5. Research/Creative activity of artistic creativity. This product may be fieldwork, advanced study, professional consultation, compensated and uncompensated, consistent with Act 100.
- Fieldwork in business, government, or non-profit organizations is considered Research/Creative Activity if it is in the individual's discipline, and results in an output that meets the standard for the appropriate year of evaluation.
 - Service in business, government, or non-profit organizations may receive consideration for Research/Creative Activities if the service
 - meets the standard of professional development for the appropriate year of evaluation, and
 - increases the faculty member's abilities to perform his or her duties, i.e. service in which the faculty member develops new expertise, and
 - develops increased expertise in areas outside the employee's area of teaching and primary duties.
 - Consultancy in business, government, or non-profit organizations, i.e. consultancy in which the faculty member has an expertise may receive consideration if it is discipline specific and meets the standard for the appropriate year of evaluation.

Levels of performance and evaluation criteria for research/creative activity.

Appropriate

In meeting this performance standard it is understood that the faculty member is concentrating his/her efforts in the category of teaching/primary duties. A standard of appropriate is met with very limited amount of activity based on one (1) trimester of work.

Effective

Effective performance is defined as increase toward achievement of defined activities – particularly movement toward publication. Satisfying the standard of effective in probationary year 2 is met by satisfactorily showing professional development in one or more of the categories of research activities listed in the various categories of activities. Accordingly, this standard is best met when the faculty member demonstrates improving relationship between results and efforts. The performance is based on year one (1) performance and two additional trimesters (2) of performance.

The standard of effective in probationary year 3 is met by demonstrating increasingly widening the quantity and quality of the faculty member's documented activities. The standard is based on year two (2) performance and three (3) additional trimesters of

performance. In the third year, the candidate must complete planned scholarly activities as demonstrated by *acceptance, publication or presentation* of a scholarly product.

The standard of effective in probationary year 4 is met by demonstrating substantially increased activities in scope, quantity, and quality. The standard of performance is based on year three (3) performance and three (3) additional trimesters of performance. In the fourth year, the candidate must implement planned scholarly activities as demonstrated by acceptance, publication or presentation of a *peer-reviewed* scholarly product.

The completion of fellowships, internships, professional development, advanced study, and certificate completion may be used to meet Effective Performance in Research/Creative Activities if they are defined, meet the standards in the area of Research/Creative Activity for the appropriate year of evaluation, and receive prior approval of the division/department chair.

A juried or refereed Creative Activity in the faculty member's professional discipline that is evaluated as effective.

Significant

There should be only more rigorous activities included at Year 5. The less rigorous activities from the Year 1, 2, 3, and 4 list of what is acceptable should be eliminated. In meeting this performance standard in probationary year 5 the faculty member is expected to have made a considerable contribution to their academic discipline and/or to the teaching pedagogy. The standard is based on year four (4) performance and three (3) additional trimesters of performance.

A minimum of one of the activities defined below is required:

- Co-author of refereed journal articles in professional/trade journals, and/or publication of books, chapters in books. Publications relating to areas outside the employee's area of teaching and primary duties may receive consideration based on University Mission and related disciplinary interests.
and/or
- Earning a fellowship, grant, contract, or other external funding to pursue professional activity.
and/or
- The completion of fellowships, internships, professional development, advanced study, and certificate completion used to meet Research/Creative Activities requirements must be defined, must meet the standards in the area of Research/Creative Activity for the appropriate year of evaluation, and must receive prior approval of the division/department chair.
and/or
- Serving as an author of a major piece of application software in the faculty member's professional area that is accepted and evaluated as significant by a user or users external to the faculty member's degree program.

and/or

- Preparation and acceptance of seminars, workshops, exhibits, presentations, video-taped forums, or similar refereed/peer reviewed presentations at state, regional, national or international levels.

and/or

- A juried or refereed Creative Activity in the faculty member's professional discipline that is evaluated as significant.

Highly significant

In meeting this performance standard in probationary year six (6) the faculty member is expected to have made significant contribution to their academic discipline and/or to teaching pedagogy and/or their field of expertise either in local, regional, state, national, or international forum. The standard is based on year five (5) performance and three (3) additional trimesters of performance.

A minimum of two activities defined below which must be *in at least one of the categories listed below is required:*

- Co-authorship for publication of refereed journal articles in professional/trade journals, and/or
- Co-author for the publication of a book, chapters in books with a respected and independent publisher and/or
- Earning a major peer reviewed fellowship, grant, contract, or other external funding to pursue professional activity and/or
- Serving as a co-author of a major piece of application software in the faculty member's professional discipline that is accepted and evaluated as significant by a user or users external to the faculty member's degree program.
- A juried or refereed Creative Activity in the faculty member's professional discipline that is evaluated as significant.

Superior

In meeting this performance standard in years seven (7) through ten (10) the faculty member is expected to show a variety of accomplishments for purposes of evaluating candidates for promotion to full Professor, for Professional Advancement increases subsequent to promotion to Full Professor, and for Professional Advancement Increases for university professors under the PAI Research standards. The scope, quality, and quantity of works of research of discovery, research of integration, research of application, research of teaching, and or research of artistic creativity should be considered. A primary consideration is continuous productivity in the area of research/creative activities. Accordingly, research/creative activities are defined broadly

and should be evaluated in relation to the contribution to the candidate's discipline, field of expertise, College and University missions and goals.

Three or more activities defined below, completed since last promotion, which must be in at least one of the categories listed below is required:

- Sole responsibility or first authorship for publication of refereed journal articles in professional/trade journals, and/or
- Publication (sole author) of a book with a respected and independent publisher and/or
- Earning a major fellowship, grant, contract, or other external funding to pursue professional activity if these awards are defined and meet the standards in the area of Research/Creative Activity for promotion to Full Professor.

Research/creative activity contributions can be accumulated through publication in peer reviewed professional, pedagogical, or scholarly journals; papers in proceedings; published case studies; instructor manuals; instructional software; books; or chapters in books. In addition, research/creative contributions can be accomplished through presentations at faculty research seminars and faculty workshops, writing book reviews, presenting research papers for peer review, new course development which is publicly reviewed, and publishing in in-house journals. While peer reviewed consulting is considered part of research of application, it alone will not meet the requirements of ongoing intellectual contribution for purposes of promotion. Research/creative activity contribution expectations vary depending on teaching load, average number of students taught, average number of classroom preparations, undergraduate versus graduate courses, and quality and reputation of journals for publications. The faculty member should have numerous research/creative activity contributions. To be eligible for tenure/promotion to Associate Professor, the faculty member should normally have at least several research/creative activity contributions with minimum of one publication which is peer reviewed.

SERVICE

University faculty are expected to play an important role in providing service to the community; their profession at the local, state, regional, and national level; and to the University.

Service is considered important and should reflect the individual faculty member's areas of interest a; they relate to the assignments and University objectives and priorities. It is understood that the level of service must be balanced with the faculty member's teaching load.

The two categories of service are service on campus and service external to the campus. In early probationary years (one and two), the mix of activities may include more on-campus than external-campus service. In probationary years three through five and thereafter, it is expected that the mix of activities will include more external-campus than on-campus service. Every probationary year should include both on- and external-campus service.

Evaluation of service activity may be based on more than one source. Service should be evaluated based on the contribution to teaching, student or faculty development, the faculty member's profession, the faculty member's Division or College, or the University.

Examples of the evaluation of service include, but are not limited to the following (listed in no particular order):

1. Service to the profession or the community as a member or chair of a committee, or as an officer of an external organization relevant to the faculty member's discipline(s).
2. Service on editorial boards of professional or trade journals or magazines; or service as a referee, editor, evaluator, or grant reviewer.
3. Public appearances as guest speaker or panel member at professional meetings or community activities related to assignments of duties or University goals, objectives and priorities.
4. A variety of professional development activities may also be considered as service activities. Examples of these are field work and services to other educational organizations.
5. Service on Division, College or University level committees.
6. Chair of Division, College or University level committee.
7. Serve as member of special committees of the Division, College, or University.
8. Serve as member of subcommittee of a Division, College, or University committee.
9. Professional service related to the faculty member's area of specialization.
10. Establish and/or maintain interaction with business and industry.
11. Establish and/or participate in consulting activities consistent with Act 100.
12. Participation in external accreditation, evaluation and/or program reviews.
13. Develop, deliver or coordinate non-credit workshops/seminars not included in primary duties.
14. Public (Community) service related to the faculty member's area of specialization.
15. Serving as faculty advisor to student organizations.
16. Faculty in the Division of Accounting/Finance/Economics/ITEC will be evaluated in service in relation to maintaining accreditation.
17. Other initiatives of the university, such as involvement in student outcomes assessment and participation in academe articulation with appropriate lower division programs to improve student access to GSU.

External service does not include activities normally associated with responsible citizenship unless the employee's position at GSU is directly related to these types of activities.

Sources of evaluative judgment is based on:

- the nature of the committee/organization (local, regional, state, national);
- the frequency of meeting attendance required by the responsibility;

- the level of responsibility;
- the documentation of meeting attendance;
- the extent of the faculty member's responsibility;
- the quality of the organization or service.

Levels of Performance for Service

Appropriate

In meeting this performance standard it is understood that the areas of Teaching and Scholarship take precedence over Service. Accordingly, appropriate Service includes but is not necessarily limited to active and regular participation in Division Faculty meetings and service on a Division committee.

Effective

In meeting the performance standard, in these probationary years the faculty members are expected to show their interest and impact progressively extending beyond the Division. The activities listed above provide guidance with respect to the alternatives available for demonstrating their increasing involvement with the University and the community.

Significant -- Tenure/Promotion

In meeting this performance standard, the faculty members are to demonstrate that their efforts in the preceding probationary years have allowed for increased involvement inside or outside the University relative to their activities on campus. The list provided above offers suggested alternatives which the faculty may engage in. to show how their influence has progressed internally and extended beyond the University community.

Superior

In meeting this performance standard, the faculty members are to demonstrate that their efforts in the preceding probationary years have allowed for increased involvement inside or outside the University relative to their activities on campus.

Refer to the Performance Standards Matrix for the level of standard required in each year of the probationary period.

PROFESSIONAL ADVANCEMENT

The Current Faculty Agreement provides an opportunity for tenured employees to apply for a Professional Advancement Increase. The Professional Advancement Increase is an award designed to recognize the achievements of tenured faculty members who received tenure

prior to September 1, 2005 and have chosen to retain the title of University Professor and those faculty members in the Rank system who hold the rank of Full Professor. The degree of effectiveness of performance of each Employee being considered for professional advancement increase shall be evaluated in the areas of teaching/performance of primary duties, research/creative activity, and service. Teaching/performance of primary duties shall be considered the most important of the three areas of evaluation.

PAI Teaching/Research for Full Professor
Research/Creative Activities—
Superior Performance

►More than two activities defined below, completed since promotion to Full Professor or since last PAI, which must be in *at least one* of the categories listed below is required:

- Sole responsibility or first authorship for publication of refereed journal articles in professional/trade journals, and/or
- Publication of a book with a respected and independent publisher.
- Earning a major fellowship, grant, contract, or other external funding to pursue professional activity if these awards are defined and meet the standards in the area of Research/Creative Activity for PAI following promotion to Full Professor.

PAI Teaching/Service for Full Professor
Research/Creative Activities
Highly Effective Performance

For Highly Effective performance, the candidate must implement planned scholarly activities as demonstrated by acceptance, publication or presentation of a peer-reviewed scholarly product such as one of the activities listed above in Year 4.

An Employee shall be eligible for consideration for a professional advancement increase if she/he meets the following requirements:

- (1) An Employee must possess tenure at GSU, hold the rank of Full Professor, or be classified as a University Professor, and
- (2) For a first PAI, faculty classified as a University Professor must have served four years since the award of tenure or have served three years since the receipt of a previous professional advancement increase,
- (3) For a second and subsequent PAI, faculty classified as a Full Professor are eligible to apply for a professional advancement increase four years after promotion to Full Professor or three years after their last PAI whichever comes first,
- (4) Faculty who have received a professional advancement increase are eligible to apply during the fourth year after the notification of the award.

Performance Standards and Types of PAIs

The performance standards that an eligible employee must demonstrate are shown in the table below: At each level, the candidate must demonstrate that he/she has performed

continuously at the appropriate level-- in other words, performance is evaluated in the aggregate.

- (1) There are two types of PAIs for Full Professors. The applicant for a PAI may choose to apply based on any one of the two following sets of performance standards identified in the table below:

Performance Standards for PAI for Full Professors			
	Teaching/Primary Duties Standards	Research Standards	Service Standards
PAI Teaching/Research	Superior	Superior	Effective
PAI Teaching/Service	Superior	Highly Effective	Superior

- (2) There are three types of PAI for University Professors. The applicant for a PAI may choose to apply based on any one of the three following sets of performance standards identified in the table.

PAIs for Faculty Who Remain University Professor			
	Teaching/Primary Duties Standards	Research Standards	Service Standards
PAI/Teaching	Superior	Significant	Significant
PAI/Research	Superior	Superior	Effective
PAI/Service	Superior	Effective	Superior

Period of Evaluation

Awards are based on performance over a period of three or more consecutive years considered in the aggregate, that is taken as a whole through the period of evaluation. The evaluation period shall be a period that ends with the Spring/Summer Trimester of the academic year preceding the application. At least the three academic years (nine trimesters, Fall through Spring/Summer) must be included. These three academic years must include only years after the award of a previous PAI or include three academic years after the award of tenure.

Evaluation Procedures

An eligible Employee applies for a professional advancement increase by submitting an evaluation portfolio in accordance with the University schedule. All evaluations of Employees for a professional advancement increase shall be in the areas of evaluation specified in and based on the considerations as specified in the approved statement of Division/Department/Unit criteria described above.

SUMMARY STATEMENT

The evaluation of an employee's performance is not a science. These criteria and guidelines are designed primarily to provide the employee with the range of factors which the evaluators consider. The criteria and guidelines are not designed as explicit standards against which a particular employee's performance may be judged in any kind of mechanistic fashion.

Once again, it should be reemphasized--"The evaluation criteria stated in this document are understood to be guidelines. Judgment is to be used in determining how well employees meet the established criteria. The evaluation process should ensure that performance will be evaluated in terms of quality and that achievements are not merely enumerated."

PERFORMANCE STANDARDS MATRIX

- (1) Faculty who began employment in AY 03-04 or after will meet the new standards in Chart B for retention, tenure, and promotion to Associate Professor.
- (2) Faculty who began employment prior to AY 03-04 will have a one-time choice of meeting either the standards in Chart A or B for tenure and promotion to Associate Professor.
- (3) All faculty who enter the rank system at Assistant or Associate Professor shall be subject to the criteria in Chart B for promotion to Full Professor.

Chart A

Evaluation Standards Prior to the AY05-06 Implementation of the Rank System			
Probationary Year	Teaching/Primary Duties Standards	Research Standards	Service Standards
1	Satisfactory	Appropriate	Appropriate
2	Effective	Effective	Effective
3	Highly Effective	Effective	Effective
4	Highly Effective	Effective	Effective
5	Highly Effective	Significant	Significant
6/Tenure/ Associate	Superior	Significant	Significant

Chart B

Evaluation Standards Effective AY05-06 at the Implementation Of the Rank System			
Probationary Year	Teaching/Primary Duties Standards	Research Standards	Service Standards
1 Instructor (if needed)	Satisfactory	Appropriate	Appropriate
1 Assistant	Satisfactory	Appropriate	Appropriate
2 Assistant	Effective	Effective	Effective
3 Assistant	Highly Effective	Effective	Effective
4 Assistant	Highly Effective	Effective	Effective
5 Assistant	Highly Effective	Significant	Effective
6/Tenure/ Associate	Superior	Highly Significant	Effective
Promotion to Full Professor	Superior	Superior	Effective

- (4) Exception: An eligible Employee who applies for consideration for tenure or promotion on the basis of exceptional performance must meet the relevant performance standards described above. In addition, the Employee must show evidence of exceptional performance beyond that otherwise required in one of the three areas of evaluation.