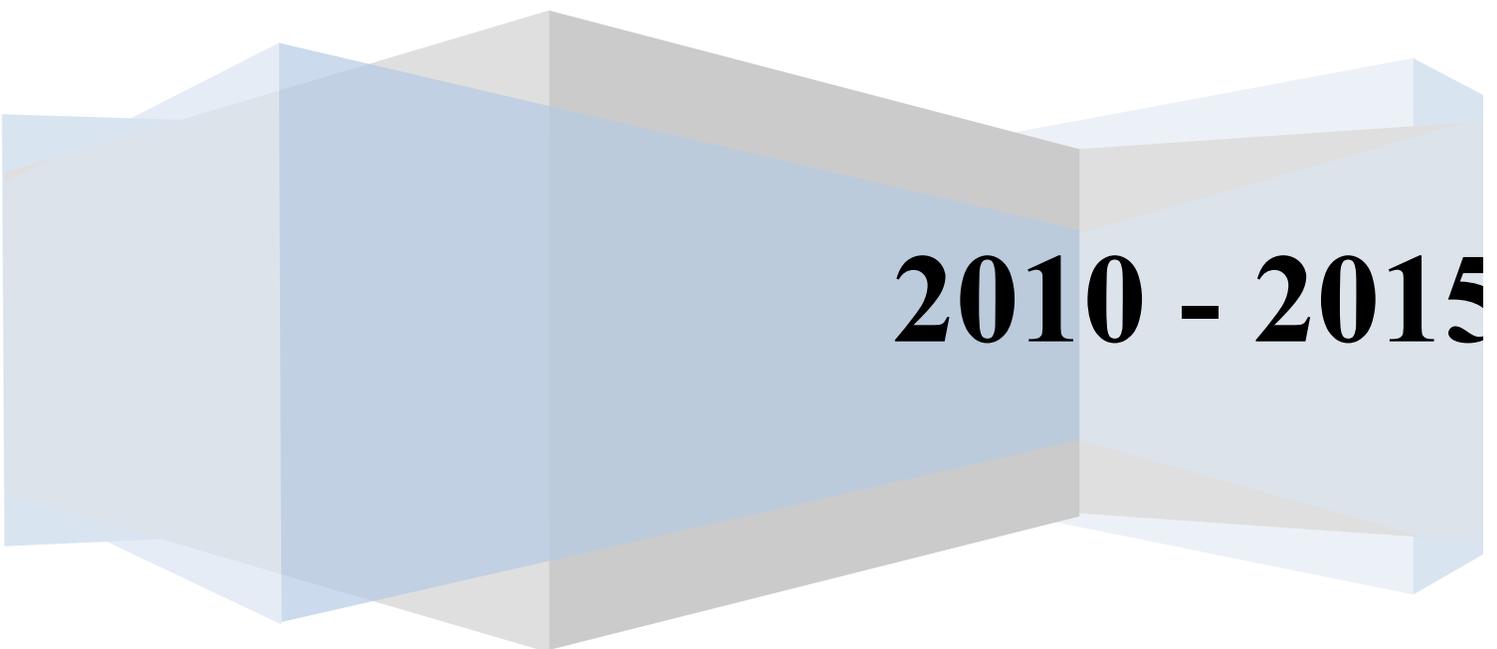


Chicago State University
College of Arts & Sciences

Departmental Application of Criteria
Communications, Media Arts and Theatre



Departmental Application of Criteria
September 12, 2012

I. University and College Intentions

A. University Mission Statement

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.

B. University Strategic Planning Goals and College Key Performance Indicators

The Key Performance Indicators for the College of Arts and Sciences parallel the University's Strategic Planning Goals. Each of the six CSU strategic goals is aligned with a specific public agenda goal or CSU strategic issue, which supports the fulfillment of the University mission. Together, these goals create what the University conceptualizes as *ACCESS* for every University stakeholder. The six goals are *Academic Excellence*, *Teaching and Research*; *Community Service and Engagement*; *Cost Efficiencies and Diverse Revenue Streams*; *Enrollment, Retention and Graduation*; *Strengthened Infrastructure*; and *Shared Accountability and Image*.

C. Conditions for Employment

All Unit A faculty members must complete the State of Illinois ethics training and are required to have oral English proficiency as mandated by Illinois statute. Unit A teaching faculty are required to attend all department meetings (at no less than a 75% unexcused absence rate during an evaluation period). Where applicable, membership in a professional organization or professional licensure may also be required as a condition of employment at CSU.

II. The Departmental Application of Criteria (DAC)

A. DAC Preamble

The purpose of this document is to provide criteria to evaluate employee performance in three areas – teaching, research, and service. The goal of evaluation is to ensure that University identified standards of excellence are maintained in those three areas. The document is organized according to three sections, with each section representing an area of evaluation. Each section identifies the categories of accepted materials and activities, their relative importance, and the methods of evaluation.

B. Disciplines for this DAC

This DAC is for the CMAT disciplines, and will be used to evaluate Unit A faculty in the following programs: Communications, Media Arts and Theatre. Faculty whose research/creative activities are interdisciplinary by nature are encouraged to request that their evaluation be informed by the language of their existing DAC and the expertise of a faculty member from an area closely related to their activities, even it is in an area outside of their discipline.

C. Evaluation Portfolio

The evaluation portfolio is a collection of materials submitted by the employee in order to substantiate performance in accordance with the DAC. Each portfolio will include a copy of the current Departmental Application of Criteria, a curriculum vitae, a yearlong work assignment and any revised work assignment worksheets, peer evaluations, student evaluations (except internships, independent studies and low-enrolled practica courses), instructional materials, evidence of teaching/primary duties, evidence of research/creative activities, evidence of service activities, and any other materials as set forth in the *Contract*. Below are guidelines each candidate should follow when submitting a portfolio for promotion, retention, tenure, or a PAI.

1. Only include materials within the evaluation period as stipulated in the *Contract*.
2. A letter of intent should be the first item in the portfolio and should provide a narrative of activities accomplished in the three areas. The letter of intent should be no more than two pages and should clearly identify the purpose of the submission (i.e. Fourth-Year Retention, PAI) and provide a summary of the entire portfolio. It should be stated if the individual is to be evaluated on a higher standard, such as promotion or tenure by exception. Preceding each area of evaluation (Teaching/Primary Duties, Research/Creative Activity, Service) a one to five page summary of supporting materials in the evaluation area is suggested. This narrative should provide a more detailed summary of its content than appears in the letter of intent.
3. A table of contents is required and a pagination system is strongly recommended.
4. The candidate should use the same headings and language as that found in the DAC for the three categories. Divisions between sections of the portfolio should be very clear and distinct.
5. The submission and review of portfolios are governed by a process set forth in the *Contract*. In particular, they must be submitted by the requisite deadlines and, once submitted, material may not be added or removed by the faculty in personnel action unless requested by the evaluators.
6. Submitted material shall not include personal information such as social security numbers.

III. Departmental Personnel Committee (DPC)

A. Purpose

The purpose of a Department Personnel Committee shall be to review materials submitted by faculty members of the Department seeking retention, promotion, professional advancement

increase (PAI) or tenure and to provide recommendations in accordance with the Contract. The dates for this process are specified in the annual University evaluation timetable.

B. Composition

The composition of the CMAT Department Personnel Committee (DPC) will consist only of Unit A members in the CMAT program. The voting policies will be determined by the program’s bylaws and will not necessarily be uniform across the College. The CMAT Program will also determine the procedure for naming peer reviewers and for developing the instrument used for peer and chairperson evaluations.

IV. Evaluation Criteria for Unit A Faculty

The degree of effectiveness of performance of each faculty member who is being considered for retention, promotion, PAI, tenured-faculty review, or tenure shall be evaluated in the areas of teaching/performance of primary duties, research/creative activity, and service. The criteria by which these areas shall be evaluated are set forth in Sections V-VII of this document. Teaching/performance of primary duties is considered the most important of the three areas of evaluation as stipulated in *Contract* Article 19.3.a.1.

The Minimum Performance Requirements for Unit A faculty in each of the three areas of evaluation is shown in the table below for each personnel action. These Performance Requirements are as designated in the current *Contract* in Article 19.3.b.2. For a summary of the criteria for each Performance Requirement (Appropriate, Satisfactory, Exemplary, etc.), please see the expanded table on the following page.

Personnel Action	Teaching/ Primary Duty	Research/ Scholarship	Service
First year retention	Satisfactory	Appropriate	Appropriate
Second year retention	Satisfactory	Satisfactory	Satisfactory
Third year retention	Effective	Highly Satisfactory	Highly Satisfactory
Fourth year retention	Highly effective	Effective	Effective
Fifth year retention	Significant	Highly effective	Highly effective
Tenure	Superior	Significant	Significant
Associate Professor	Superior	Significant	Significant
Full Professor	Superior	Superior	Superior
Post-Tenure Review	Adequate/Exemplary	Adequate/Exemplary	Adequate/Exemplary
PAI	Superior	Superior/Significant	Superior/Significant
Tenure by Exceptionality	Exceptional/Superior	Exceptional/Superior	Exceptional/Superior

Benchmark Requirements For Performance Levels.

In order for a candidate to be successful in retention, tenure, promotion, tenured faculty assessment, or professional advancement increase (PAI), the candidate must meet all requirements set forth below using the materials and activities for these actions as specified for each performance descriptor in sections V, VI, and VII. Materials in a higher category can be used as substitutes for lower requirements (where applicable and appropriate). Higher categories are ranked as such because the tasks demand greater faculty time and expertise than lower categories.

Notes for the table on the following page:

1. Activities in the table are organized on a hierarchy of value labeled as A or B and are coupled with numbers to identify a specific classification of activity to be evaluated.
2. Materials in a higher category can be used as substitutes for two activities in a lower category. Therefore (1) B2 = (2) B1; (1) B1= (2) A2; (1) A2 = (2) A1.
3. Because a long form creative and written projects move through phases of development over the course of months and years, one major phase of a single project that is counted in a lower category one year that is finished in another phase in another year can be counted cumulatively for tenure, promotion and PAI. For instance, a play that is written one year and produced the next year could count as a B1 and a B2 for tenure, promotion and PAI.

Performance Indicator	Teaching/Primary Duties	Research/ Creative Activity	Service Activities
Appropriate	N/A	<i>1st year</i> (1) A1	<i>1st year</i> (1) A1+ (1) additional Category 1.
Satisfactory	<i>1st year</i> “Satisfactory” rating for A.a + (1) additional A activity (and “Satisfactory” in all assigned B activities)	<i>2nd year</i> (2) A1 or (1) AII	<i>2nd year</i> (2) A1 + (1) B1 + (1) additional Category 1.
Highly Satisfactory	N/A	<i>3rd year</i> (2) A1 + (2) A2 or (1) B1	<i>3rd year</i> (2) A1 + (2) B1 + (1) Category 2.
Effective	<i>3rd year</i> “Effective” rating for A.a + (2) additional A activities (and “Effective” in all assigned B activities)	<i>4th year</i> (3) A2 + (1) B1	<i>4th year</i> (2) A1 + (2) B1 + (1) C1 + (1) Category 2.
Highly Effective	<i>4th year</i> “Highly Effective” rating for A.a + (3) additional A activities (and “Highly Effective” in all assigned B activities)	<i>5th year</i> (2) B1 + (1) B2	<i>5th year</i> (2) A1 + (2) B1 + (1) C1 + (2) Category 2.
Significant	<i>5th year</i> “Significant” rating for A.a + (3) additional A activities (and “Significant” in all assigned B activities)	<i>Optional (not cumulative)</i> (3) B1	<i>Optional- (not cumulative)</i> (2) A1 + (2) B1 + (1) C1 + (1) D1/E1 + (2) Category 2.
Significant Cumulative (Promotion to Associate Professor)		Cumulative (1) A2 + (3) B1 + (1) B2	Cumulative (5) A1 + (5) additional Category 1 activities with at least one activity in groups B, C, D, and E; + (2) Category 2.
Significant Cumulative (Promotion to Tenure, PAI)	N/A	Cumulative (4) A2 + (2) B1 + (2) B2	Cumulative (10) A1 + (10) additional Category 1 activities with at least one activity in groups B, C, D, and E; + (7) Category 2.

Superior Cumulative (Promotion to Tenure, Associate and Full Professor)	“Superior” rating for A.a + (3) additional A activities (and “Superior” in all assigned B activities)	(6) A2 + (2) B1 + (2) B2	(10) A1 + (12) additional Category 1 activities with at least one activity in groups B, C, D, and E; + (8) Category 2.
Exceptional (Superior in 2 of the 3 areas)	See Superior Standard	See Superior Standard	See Superior Standard
Adequate Post tenure review	“Highly Effective” rating for A.a + (2) additional A activities (and “Highly Effective” in all assigned B activities.	(1) A1 + (1) B1	(2) A1 + (1)B1 + (1) additional Category 1.
Exemplary Post tenure review	“Significant” rating for A.a + (3) additional A activities (and “Significant” in all assigned B activities)	(1) B2	(2) A1 + (2) B1 + (1) C1 +(1) D1/E1 +(2) Category 2.

V. Categories of Materials and Activities, Relative Importance, and Methods of Evaluation for Teaching /Performance of Primary Duties.

The two aspects of the category Teaching/Performance of Primary Duties are to be weighted in their evaluation in proportion to the assignment of CUEs for that aspect. Because each of these aspects is quite different, the categories, importance, criteria, and guidelines for each aspect will be covered in two parallel sections: **A. Teaching** and **B. Performance of Primary Duties**. The teaching section is first and the performance of primary duties follow immediately after and before the research/creative activities. The breakdown of the evaluation activities for both **Teaching (A)** and **Primary Duties (B)** are summarized in the tables below.

It is expected that each portfolio will include a teaching/primary duties narrative. The narrative will explain, among other things, how the candidate the meets the established criteria. It will also document changes made to course instruction during the evaluation as a result of assessment activities if prior assessment data indicated the need for changes and will describe how any recent faculty development activities have improved the candidate’s teaching and/or primary duty if applicable.

V. TEACHING/PRIMARY DUTIES CATEGORIES	
A. TEACHING	B. PRIMARY DUTIES
a. Classroom performance	a. Primary duty performance
b. Other teaching related activities	b. Other primary duty related activities
c. Curriculum development and revision	c. Program development and enhancement
d. Professional development for teaching	d. Professional development related to primary duty

V.1. Teaching Materials (Type A Activities) to be Evaluated

A Activities	Materials to be Evaluated (*Any item with an asterisk must be submitted. If no asterick the
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	materials are optional, but to gain credit for the A. activity valid supporting documentation must be submitted.)
a. Classroom performance	<ul style="list-style-type: none"> i. Revised faculty workloads for the evaluation period.* ii. Required peer and chair evaluations during the evaluation period.* iii. Summary of student evaluations (with student comments) for each course evaluated during the review period. This includes online and hybrid courses.* iv. The course syllabi, the final exam/project instructions, and a representative exam/assignment for each different course taught during the evaluation period.* v. Classroom assessment data submitted for assessment reports, if relevant to the class.* vi. The following <u>may</u> also be submitted: <ul style="list-style-type: none"> a. Additional quizzes, or exams. b. Handouts, study guides, objectives, assignments. c. Graded or un-graded student assignments. d. Signed statements relating to teaching performance. e. Teaching awards. f. Class grade distributions. g. Materials from tutoring and help sessions. h. Evidence that academic early warnings were submitted. i. Other materials.
b. Other teaching related activities if relevant	<ul style="list-style-type: none"> i. Evidence of training students in research/creative activities ii. Evidence of training students as teaching assistants/tutors iii. Evidence of student mentoring iv. Evidence of assisting with study groups/tutoring groups
c. Curriculum development and revision	<ul style="list-style-type: none"> i. Original instructional materials such as learning aids, and new hands-on activities/creative activities. (Such projects may also be counted under Research and Service if justified.) ii. Updates to lecture material. iii. Evidence of efforts to develop new courses, update existing courses and/or course materials, or change program curriculum.
d. Professional development for teaching improvement	<ul style="list-style-type: none"> i. Documentation of participation in a workshop activity that contribute to course development and improvement of teaching. ii. Evidence of attendance at a trade show, screening, staged performance, lecture, exhibit, vendor event, etc. iii. Evidence of self-training in new technologies, software. iv. Evidence of participation in a meeting of a professional organization for film, theatre and/or media related professions v. A written account of literature and/or Internet or other research

V.2 Relative Importance of Teaching (A) Activities and Methods of Evaluation

For all teaching faculty including on-line teaching faculty, the evaluation of classroom performance is the most significant activity. Evaluation of a candidate's teaching will include consideration of the candidate's effectiveness in the following areas: execution of assigned responsibilities; command of the subject matter or discipline; ability to organize, analyze and present material clearly and effectively; ability to encourage and interest students in the learning process; and in student mentoring, advisement, counseling and direction of individual learning activities. Below are specific instructions regarding the evaluation of A activities:

Course Syllabi

Syllabi are expected to clearly define the following: course description; course objectives/outcomes; assessment methods; the name of the text and other required materials; instructor's name, phone number, e-mail address, office location, and office hours; class meeting time and location; a calendar of activities for the course; a link to the university ADA statement; material to be covered in the course; policies concerning attendance, tardiness, and makeup exams; grading standards; frequency and relative weights of exams, quizzes, homework, papers, and other materials; laboratory/studio safety rules (if appropriate); link to the University student evaluation site <http://www.csu.edu/course-eval>; information about field trips (if appropriate); and a link to the university policy concerning plagiarism. In addition, it is expected that syllabi will be professionally produced with a minimum of spelling, grammatical or typographical errors, that all instructions and conditions are internally consistent, and that the course content and prerequisites reflect the catalog description. All syllabi will be in the HLC format and will include items required for specific accrediting agencies when appropriate. For courses where a 4000-level class meets with a 5000-level class, it is expected that the two classes will have different syllabi, different learning outcomes, and different assessment measures.

Course Materials

Exams, quizzes, and projects submitted for evaluation are expected to reflect the following qualities: appropriate coverage of the assigned material, questions which are clearly stated, questions which are appropriate for the level of the course, a length which is appropriate for the time allotted, and a minimum of spelling, grammatical or typographical errors. Other materials submitted will be evaluated with regard to their value in assisting student learning and appropriateness for the course.

Student evaluations

Faculty shall give their students, except those enrolled in practica, tutorials, independent study courses, and research courses, the opportunity to evaluate their teaching effectiveness through the student evaluations provided on-line by the University Evaluation Website: <http://www.csu.edu/course-eval>. The faculty member shall inform students of the evaluation procedure by placing an item in their syllabi that informs the student about the on-line evaluation procedure and gives the University Evaluation Web Address. The results of these evaluations will be provided to the faculty member only after the course grade has been submitted. The faculty member will place in their portfolio a summary of the student evaluations for each course evaluated (including student comments) during the review period. The DPC will determine how results from student evaluations are linked to the descriptors for retention, promotion, tenured-faculty evaluation, and tenure. The DPC will take into consideration, the nature of the course, level of the course, nature of the comments and the percentage of positive versus negative ratings, etc...to provide an interpretive summary of the student evaluations.

Teaching Assessment Activities

All classes should have some form of assessment as required by the CMAT program assessment process. For those courses required to implement special assessment activities for accreditation, general education,

or other that the department designates, additional assessment instruments must be administered. Faculty administering such additional assessment instruments must compile the results and return them to the Assessment Coordinator on a timely basis.

Peer Evaluations

Each tenure-track candidate shall include the results of at least two classroom visitations conducted during the evaluation period. Each visitor shall complete the “Classroom Visitation/Evaluation Form” approved by the department. The completed form should be copied to the faculty member visited, to the DPC chairperson, and to the department chairperson. Procedures for selecting peer evaluators and scheduling classroom visits will follow the CMAT program’s bylaws. Each faculty member going up for promotion to Associate Professor, Professor or for PAI must have at least one peer classroom visitation during the twelve months prior to the deadline for submission of the application for promotion. Faculty who are evaluated for post-tenure review may request, but are not required to obtain a peer evaluation. For on-line course evaluations, access to the Moodle site must be granted to the peer evaluator to facilitate the evaluation of the faculty member teaching the course.

Chairperson Evaluation

For each tenure-track candidate, the Department Chairperson will also perform a class visitation and will use the same “Classroom Visitation/Evaluation Form” as the Peer Evaluators. Faculty who are evaluated for post-tenure review may request that the Chairperson conduct a class visitation each year, but, according to the UPI Contract, they are not required to be visited. The procedures for scheduling a classroom visit are in the program’s bylaws. Each faculty member going up for promotion to Associate Professor, Professor or for PAI must have at least one classroom visitation by his or her Chairperson during the twelve months prior to the deadline for submission of the application for promotion. For on-line courses, access to the Moodle site must be granted to the peer evaluator to facilitate the evaluation of the faculty member teaching the course. In addition to an evaluation of the lesson observed, the Chairperson’s evaluation should also take into account the degree of professionalism displayed in the performance of primary duties and can include additional areas firmly linked to teaching/primary duty performance. Such examples of additional areas are listed below. A Chairperson must have documented evidence if any of these concerns are raised in the classroom evaluation:

- Student complaints
- Availability during office hours
- Responding to students in a timely manner
- Tardiness or early class termination
- Ending class before finals week
- Unexcused, missed, or cancelled classes
- Submission of early warnings, grades, and other class-related paperwork

Curriculum Revision and Development

These activities include but are not limited to: new course development, new instructional material development, updated lecture materials and/or assignments, evidence of efforts to develop new courses and new option development. Effectiveness as measured by adoption and implementation of the proposed courses and options should be documented.

Professional Development Activities for Teaching Improvement

Activities include but are not limited to activities that contribute to course development and improvement of teaching, attendance at theatrical or performance events, attendance at a trade show, screening, lecture, exhibit, media vendor event, participation in short courses, conferences and workshops, self-training in new technologies or software, participation in a meeting of a professional organization for film, theatre and/or media related professions, attainment of additional degrees, sabbaticals, fellowships, and other teaching related, educational experiences. Documentation of participation must be provided for consideration. Documentation of participation in an activity that contributes to course development and improvement of teaching is required. A written account of literature and/or Internet or other research or self-training completed that strengthens faculty teaching is also acceptable.

V.3. Primary Duty Materials (Type B Activities) to be Evaluated

Types of B Activities	Materials to be Evaluated that Must Be Submitted
a. Research Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty.
b. Program Coordinator or Administrative Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty.
c. Academic Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty.
d. Assessment Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Representative assessment reports. 4. Evidence of attendance at assessment meetings.
e. Advising Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Summary of completed advisor surveys (if available) 4. Evidence of attendance at advising meetings.
f. Other Type of Release Time, including CSU TV, CSU Radio, CSU Theatre, and CSU Theatre Coordinator Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Supporting documents such as playbills, flyers, meeting agendas and/or minutes.

V.3 Relative Importance of Primary Duty (B) Activities and Methods of Evaluation

The performance of primary duties (beyond required classroom activities) are as central to the teaching function of the institution as direct instruction. The acquisition of resources, activities directed at program improvement and other professional development activities that are assigned must be evaluated. The division of CUEs between teaching and primary duties, as listed on the approved and revised faculty workload assignment, will dictate the relative importance between these two categories where required. Compensated duties or other activities where release time has been provided do not diminish the importance of direct instructional activities, but should be viewed as significant in accord with one's professional development and the mission of the university. Below are specific instructions regarding the evaluation of B activities:

Letter of evaluation

The letter of evaluation for each primary duty should include a statement of assigned duties, a listing of goals and objectives for the release time and an assessment of the faculty's member performance of duty. The evaluation should be completed by the CMAT Program Coordinator. For portfolios containing multiple years, only one letter of evaluation that addresses the faculty's cumulative efforts for each activity is required.

Synopsis of activities related to the primary duty

Documentation of attendance at activities related to the assigned primary duties is required. Additional documentation that may be required includes: the maintenance of appropriate and accessible records, copies of progress reports submitted, attendance at workshops, training courses or other development programs related to the primary duty. If release time has been granted for research, then a narrative

summary of the research performed must be included in this section even if details of the conduct and product of research is reported in the research section. If release time has been granted for being a program coordinator, then the results of being a program coordinator may still be reported in the service section.

Program Improvement/Acquisition of Resources

Significant improvements to a program and/or acquisition of resources to improve a primary duty activity should be documented and explained (example: an advisor develops a method for improving the quality and efficiency of advising).

Professional Development for Program Improvement

These activities include, but are not limited to: participation in short courses, conferences and workshops, and other programs related to program improvement or development. Documentation of participation in professional development activities must be provided for consideration to be given in the portfolio. Activities include but are not limited to attendance at theatrical or performance events, attendance at a trade show, screening, lecture, exhibit, media vendor event, participation in short courses, conferences and workshops, self-training in new technologies or software, participation in a meeting of a professional organization for film, theatre and/or media related professions, attainment of additional degrees, sabbaticals, fellowships, and other teaching related, educational experiences. Documentation of participation must be provided for consideration. Documentation of participation in an activity that contributes to course development and improvement of teaching is required. A written account of literature and/or Internet or other research or self-training completed explaining how it contributes to program improvement is also acceptable.

VI. Categories of Materials and Activities, Relative Importance, and Methods of Evaluation for Research /Creative Activities.

Research and Creative Activity is important to the intellectual life of the university. A record of all research/creative activities, supporting evidence, and summative narrative should be organized according to the two categories listed below, the guidelines for evaluation, and the relative importance of the activity. The list is not meant to be exhaustive, rather illustrative of the types of research to be included in the portfolio.

Faculty members shall not be restricted or limited in the area in which they engage in scholarly activities. The most significant criterion for evaluation shall be evidence that the candidate is attempting to contribute to the advancement the discipline. No limits are to be placed on the kinds of research or creative activities selected, as long as there is a demonstrable relationship between the candidate's contribution and their academic area. The categories that follow, and the activities listed within each category, are meant to exemplify these activities and their ranking and relative importance. Each faculty member is encouraged to consult with a member of the DPC concerning their activities and the appropriate category to be used given the documentation presented.

VI.1 Relative Importance of Research/Creative Activities and Discipline Specific Definitions

A. All research and creative activities submitted in the portfolio must be clearly identified according to the four categories listed above: A1, A2, B1, or B2. The conceptual framework of this CMAT DAC regards all scholarly/creative activities as productive for the furtherance of the discipline, but assigns

more value to activities in B1 and B2 because these activities represent a higher level of scholarly research and creative achievement, demanding more challenging intellectual and creative efforts than activities in the A1 and A2 categories. Where possible and appropriate, a higher category activity can replace a lower category activity. University and renowned publishers will be recognized as more significant than un-vetted or self-publishing entities. Nearly completed research activity has more significance than ongoing or newly originated research. Consideration will be given to the prestige of the conference, institution or granting agency as well as the level of peer review or competitiveness associated with presentations, performances or screenings in a venue.

B. In all categories, the quality, scope, and professional stature of the activity will be judged by the DPC as to whether the standard indicated has been fulfilled. Candidates will not only be judged on meeting the minimum quantity of activities required to fulfill the performance standard indicated but also their quality. It shall be the responsibility of the candidate to clearly articulate which standard is met, documentation for that standard and the significance of the activity.

C. Research and Creative Activities in the fields of Communication, Media Arts & Theatre differ significantly from research in other fields and therefore should not be evaluated by faculty from other disciplines. The categories that follow, and the activities listed within each category are meant to be illustrative of the kinds of activities that may be considered and their relative ranking in accordance with section 19.3.a (3) (b) of the Faculty Agreement.

D. Given the collaborative nature of working on major projects in the CMAT, a shared credit such as but not limited to “co-director” or “co-producer” or “co-writer” will be accepted in all categories. The DPC reserves the right to request additional evidence to clarify that the faculty member did indeed contribute substantially to the project in such situations.

E. In the fields of Communications, Media Arts & Theatre, a book/textbook published by an academic peer-reviewed press or a book-length work that contributes significantly to the discipline through a peer-reviewed popular press may take five or more years of time and effort for faculty to complete and is considered the highest level of scholarly research in CMAT. Therefore, in order to encourage the highest level of research output, faculty in CMAT who publish a book with an academic press or a well-respected publisher will be permitted to submit a request to the DPC that the book be considered equivalent to meeting the level of three peer-reviewed articles.

F. The acceptability of unpublished manuscripts and media/theatrical works in progress shall be determined by the CMAT DPC in consultation with the faculty member. The Chair of the DPC may designate a referee in the same area of expertise to provide a written evaluation of the materials submitted for consideration by the DPC.

G. Acceptable documentation for BII activities includes but is not limited to: a copy of the publication cover, table of contents and the article or a letter from the editor/publisher accepting the manuscript for publication with few or no revisions. For screenplays and stage plays, an option agreement or letter from an agent or manager or theatre entity or an email from a competition or festival director or copy of the festival program schedule posted on the Internet should be provided. For media productions, a DVD copy or link to the full production and documentation that the production was/is accepted by the venue such as printouts of festival schedule or an email from the festival/conference/exhibitor confirming acceptance. For staged works, documentation may include a contract and/or a playbill. The candidate should also explain the level of importance of the BII project by including in the portfolio research/creative narrative a paragraph describing the level of importance of the distribution venue and how it is regarded by others in the discipline and may include evidence of awards, reviews and other evidence of a peer-review/vetting process (i.e. the level of excellence of the other projects in the festival,

the degree of expertise of the festival/competition programmers, etc...) to establish the level of excellence of the project.

H. Candidates will be given credit for projects counted as B1s and B2s only where they have worked in the capacity of a principle creative role—(producer, writer, director, musical director, choreographer, designer, dramaturg or featured talent, editor, director of photography or other major creative position).

I. Showing success in the distribution phase of a media project is key to achieving stature in the field of Media Arts and Theatre. Therefore faculty who are invited to exhibit or stage a project in more than one peer-reviewed or competitive venue or who receive multiple nominations/citations or awards for a single project will receive up to two BI credits per year for such achievements.

J. Acceptable indicators of “peer review” status for a venue or publisher for CMAT activities include selection letters by competitive film or play festivals, contracts with academic publishers and/or popular presses that are renowned and highly selective; contracts or option agreements with professional theatre companies, contracts with broadcast companies or public television; option agreements and contracts with professional-level production companies, distribution companies, museums or exhibitors; selection through a competitive process for a screening or presentation at a an academic/industry conference attended by peers in the academic arena or relevant media/theatrical industry professionals. The CMAT DPC may demand a written explanation from the faculty member to validate the professionalism and legitimacy of the peer review indicators mentioned in this paragraph.

K. Because theatre is a creative art, faculty members at CSU (and at universities of a similar size and mission) record their production-related duties under both Teaching/Primary Duties and Research /Creative Activities. The rationale for this is that theatrical production falls into three phases: *preproduction*, *execution* and *production*. The *preproduction phase*, for which CUES are not assigned, is the planning and concept development phase; it consists primarily of a director conducting dramaturgical research, directorial concept development (visual style of the play) and preliminary meetings between the director and the designers to determine the world of play (costuming, lighting, scenic design, etc.). Theatrical preproduction also includes, but is not limited to script development, staged readings, and performance workshops. The *execution phase*, for which CUES are assigned, consists of the hands-on work with students. It is during this phase that faculty participate in weekly production meetings and hold rehearsals at least five nights a week for a minimum of four hours per rehearsal spanning three to six weeks, depending on the size of the cast and the length of the play. This is the period during which students learn professional skills involved in mounting, preparing, and performing a live play. This is the student laboratory experience of theatre, and it is not unlike the hands-on experience in the sciences, athletics, music, or similar disciplines. The final phase is the *production phase*, for which CUES are assigned, during which time the play is publicly displayed. The production phase is similar to an artist’s showing or a music concert. Faculty who serve as playwrights should always consider a script written for production as research/creative activity, as release time is not given for the preproduction phase. Faculty who receive CUES for directing theatrical productions, should receive them for the execution and production phases and list that work under teaching/primary duties; the preproduction phase should be listed under research/creative activity. Faculty who do not receive CUES should count work conducted during any and/or all theatrical production phases as research/creative activity.

L. Long-form media projects are generated in four distinct phases—*preproduction*, *production*, *post-production* and *distribution*. In the media industry, because of the time-consuming nature and differing skills sets required to complete the tasks in each phase, responsibility for each phase of a long-form media project is typically assigned to different teams of individuals. Therefore it is typical of university Media Arts programs of similar size and mission to allow faculty who must produce major projects for

promotion and tenure that can take years to complete to gain credit after completing each separate phase of the major media project. As such, the CMAT DAC allows faculty working on major projects to count separately the completion of each separate phase of a major production project as a separate BI level activity. For clarity, the *preproduction* phase includes research and development, fundraising/grant-writing and scripting, rehearsals and casting; *production* includes rewrites, recording, scheduling and budgeting; *post-production* includes editing, scripting, music and sound production; *distribution* includes producing media masters for festivals and other venues, website creation, creation of press-kits, and other promotional activities including appearances. The DPC may require the faculty to provide an explanation of the scope of the project when claiming it is a major production. (Examples of long-form media projects include but are not limited to media projects that are twenty minutes or longer.)

VI.2 Classification of Research/Creative Activities

	Lower Achievement	Higher Achievement
<i>Lower Level Scholarly and Creative Activities</i>	<p>AI:</p> <p>Producing Research/Creative Agenda</p> <p>Reporting Progress in Research</p> <p>Literature Review In Research-Related Area</p> <p>Acquisition of knowledge in a specific area through attendance at a conference or training session at the university.</p> <p>Pre-production of a theatrical work in progress so long as a fully-staged production is scheduled to take place within a year.</p>	<p>AII:</p> <p>Submit a presentation proposal for a conference</p> <p>CSU Presentation/Performance including on-campus media programming</p> <p>Unsuccessful Submitted Internal Grant Proposal</p> <p>Manuscripts in preparation.</p> <p>Serving as a reviewer for granting agencies, publications, publishers, or any others area in which the faculty member's expertise is recognized.</p> <p>Productions or on-air activities for on-campus events (A-V samples required).</p> <p>Theatrical works directed (musical direction may also be included), dramaturged, stage-managed, choreographed, designed and/or performed by the faculty member on CSU's campus.</p>
<i>Higher Level Scholarly and Creative Activities</i>	<p>BI:</p> <p>Submitted External Grant</p> <p>Submitted Peer-Reviewed Manuscript Proposal</p> <p>Successful Internal Grant</p> <p>Invited Conference Presentation</p> <p>Presentation/Performance at a Peer-Reviewed Conference</p> <p>Media and/or theatrical projects for non peer-reviewed venues off-campus.</p>	<p>BII:**</p> <p>Published Scholarly Book or Textbook*</p> <p>Published Peer-Reviewed Theatrical Work/Screenplay/Monograph or Scholarly Article in a Peer-Reviewed Journal or other vetted and respected publication revered by the academy</p> <p>Successful Peer-Reviewed External Grant</p> <p>Published book chapter in an edited anthology in an academic press in the discipline.</p> <p>Peer-reviewed/competitive screening of film, video, television or multimedia or audio content</p>

<p>Submitted Non-Peer-Reviewed Journal Article/Grant</p> <p>Student Research/Training Mentoring/Thesis Supervision</p> <p>Completion of a major phase of a media project including preproduction</p> <p>Evidence that the faculty member's research/creative activity is regarded as significant within his/her discipline. Each time a project is reprinted, rebroadcast or screened or performed in a new public venue (not owned or rented by the candidate), is nominated for an award, receives an award, is positively reviewed by a significant media/theatrical reviewer or cited in another scholarly article as to the significance of the project. (Faculty shall receive a maximum of two B1s per year for this.)</p> <p>Web series episode of ten minutes or less posted on the Internet where the faculty member has a principle creative role.</p> <p>Theatrical work that has been written by the faculty member and staged on the CSU campus.</p> <p>Production of a theatrical non-professional performance where the faculty member served in a principle creative role that debuts at a performance venue outside of CSU.</p> <p>Live field or in-studio production or on-air activities for major Broadcast outlets.</p> <p>Reviews of dissertations, external tenure and promotion reviews at other universities.</p> <p>External grants awarded where the faculty member contributed to the grant proposal in a substantial way.</p> <p>Non-peer reviewed off-campus presentations, poetry recitals, dramatic readings or any other public performance or screening as part of a group or as an individual.</p> <p>Principle organizer for an academic conference</p>	<p>(where the faculty served in a principle creative role).</p> <p>Peer-reviewed production of a theatrical performance that opens at a professional theatre company where the faculty member served in a principle creative role.</p> <p>Screenplays, teleplays or theatrical plays contracted by professional managers or agents or optioned by a production company or professional theatre company.</p> <p>Production of a significant instructional media project such as a video or computer training program adopted by a respected media company or an educational institution or highly respected not-for-profit outside of CSU.</p> <p>Editor of an academic anthology of scholarly articles published by an academic press or a prestigious peer-reviewed press in the discipline. (May count only one such instance as an editor for tenure and promotion.)</p> <p>*Note: Because peer-reviewed books take many years to write, publication of a book or textbook will count as (3) B2s.</p> <p>**Note: Not all required B2 activities can be fulfilled by successful grants, at least one activity must be in another B2 area for promotion and/or tenure.</p>
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<p>Submitted for peer-review media project (film, video, screenplay, post-produced audio content or other multi-media)</p> <p>Editing of a non-peer reviewed external publication related to the discipline</p> <p>Submitted peer-reviewed screenplay, teleplay or theatrical play</p> <p>Completion of a substantial new revision of a written work, revised edit of a media project or revised staging of a theatrical work. (Submit original and revision in portfolio).</p>	
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VI.3. Materials to be submitted for evaluation of research/creative activities

a. Materials which can serve as documentation in the evaluation portfolio include but are not limited to the following:

- (1) Synopsis of research/scholarly progress since the last evaluation
- (2) Copies of all successful publications and abstracts
- (3) Conference proceedings that list the candidate's presentations and /or contributions
- (4) Documentation of attendance at research conferences, workshops, or other developmental activities, with a narrative explaining how the activity assisted the candidate's research agenda
- (5) Letter of invitation to serve as a reviewer for grants, books, monographs, or articles
- (6) Representative samples of research, grants, or manuscripts in progress
- (7) A statement of how students are involved in research, their names, and their specific contributions to the research effort
- (8) Evidence documenting organizing a conference
- (9) Research/Creative activities agenda if it is being used to fulfill a standard
- (10) Evidence of media productions including DVDs or links to videos posted on the web
- (11) Program booklets containing appropriate credit lines, marketing materials, letters, faxes and/or e-mails from organizations sponsoring or hosting a performance by Chicago State students or performances featuring a faculty member in a lead creative role
- (12) Contracts or option agreements
- (13) Emails or letters as evidence of submission of projects or manuscripts for consideration
- (14) Awards, citations or written/email evidence of awards or nominations from an organization
- (15) Grant or manuscript reviewer's comments
- (16) Book/performance reviews
- (17) Evidence if improvements made to research infrastructure
- (18) Cover page, abstract and reviewer comments of unsuccessful grants
- (19) Professional correspondence
- (20) Thank you letters

Note: Publications, monographs, books, and articles count as a BII activity if they have been reviewed in a peer-reviewed competitive process and have either appeared and will be published with NO additional revisions beyond correcting typos in off-prints. Any activity for which additional revisions are required is NOT a BII activity.

Note: All successful external grant proposals count as a BII activity regardless of the amount of the grant. All earmarks and gifts are not BII activities. A successful grant from another institution for which a CSU faculty member is a listed co-PI on the grant counts as a BII activity. If they are only listed as a subcontractor, the activity is a BI activity.

VII. Categories of Materials and Activities, Relative Importance, and Methods of Evaluation for Service Activities.

Service activities are important to the intellectual life of the university. A record of all service activities, supporting evidence, and summative description should be organized according to the five categories listed below. Faculty members applying for promotion or retention should review the language in the DAC and consult with colleagues and DPC members to ensure that items included in the portfolio are appropriate for one of the following groups:

- A. Service to the Department
- B. Service in Areas of Enrollment, Recruitment, Retention, and Graduation
- C. Service to the College and the University.
- D. Service to the Profession, Discipline, or Field
- E. Service to the Community

General Considerations for Service Activities

Faculty members applying for retention, promotion, or tenure should note the following general considerations regarding service:

- a. All service activities should be public, purposive and professionally-related to one's academic training or the overall mission of the university.
 - b. The nature and degree of participation, length of service, and relationship of service to the individual's assigned responsibilities to the university will be considered and should be clearly articulated by the candidate.
 - c. All service activities should be uncompensated by any party within the university or external to it, other than honoraria received as the result of certain professional service activities. An exception to this policy will be made for Program Coordination that can count equally as teaching and service to the department, ERG and the university.
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- A. All service activities in the five categories above will be placed in one of two levels, based on the effort required of that activity. Level I consists of service activities which require time and effort commensurate with reasonable expectations of faculty members involved in the activity. Level II consists of service activities which require time and effort above and beyond that expected in the normal performance of that service activity. For a service activity to reach the standards of Level II, members of the DPC must accept the faculty member's assertion that his/her performance of the activity reaches the level of leadership or effort above and beyond the standard. For example, serving on a committee will be ranked in Level I (lower level of effort), while chairing a committee will be ranked in Level II (higher level of effort). Service in each of the five categories is treated as equal.

- B. Faculty members applying for retention or promotion should note the following general considerations regarding service:

All service activities must be clearly documented in the any of the following ways;

- i. Meeting Minutes with attendance listed
- ii. Letters of appreciation from committee chairs
- iii. Certificates of appreciation from institutional bodies
- iv. Flyers and announcements with the candidate's name listed
- v. Copies of prepared documents (reports, proposals) with candidate's name listed
- vi. Other documentation including narrative explanations

- C. At all times the candidate for promotion and retention can propose to the DPC that certain activities be given special consideration, be counted in a different category, or be included in the portfolio though the activity seems outside the acceptable realm. Such requests must be made in writing within the portfolio and the DPC should, in its evaluation, explain its decision to accept the candidate's appeal of the ranking and/or inclusion of a particular service activity

Classifications of Service Activities

The list below is not meant to be exhaustive but illustrative of the types of service activities that may be included. A Category I departmental service activity would be referred to as an "AI" service activity.

<i>Service Group</i>	<i>Category I (lower level of effort)</i>	<i>Category II (higher level of effort)</i>
A. Service to the Department	<ul style="list-style-type: none"> ▪ Participation in Department Meetings ▪ Participation in Department Committees ▪ Administrative functions as assigned by the Chair or Dean that require minimal time and effort ▪ Advisor to student clubs or groups Were few activities are required ▪ Speaking to classes of other faculty members within the department ▪ Maintenance of departmental equipment ▪ Participating in public events sponsored by the department ▪ Classroom observations of peers ▪ Mentoring faculty ▪ Lending professional skills or expertise to the department for the advancement of the departmental mission. 	<ul style="list-style-type: none"> ▪ Chairing a department committee which met regularly and required effective planning and organization ▪ Organizing departmental seminars ▪ Organizing/producing public events sponsored by the department ▪ Developing written material for, or performing evaluations of new initiatives in the department ▪ Service on a department committee which met regularly and required significant work of its members outside the meetings, such as Program Review committees and accreditation committees. • Service on a department committee which required authorship of significant documents, such as a grant or NEPR committees.
B. Service in Areas of	<ul style="list-style-type: none"> ▪ Career counseling and internship 	<ul style="list-style-type: none"> ▪ Developing an articulation

<p>Enrollment, Recruitment, Retention, and Graduation</p>	<p>supervision</p> <ul style="list-style-type: none"> ▪ Assistance with departmental promotional activities. ▪ Participation in departmental recruitment/admission activities ▪ Formal involvement in the recruitment of students ▪ Service an advisor to a student club ▪ Preparing ERG documents or reports as assigned by the Chair or Program Coordinator 	<p>agreement with another institution</p> <ul style="list-style-type: none"> ▪ Developing and organizing a marketing strategy for the College or University. ▪ Serving as an advisor to student club requiring significant contributions of time and effort. ▪ Organizing campus events which promote departmental ERG goals. ▪ Creating brochures, websites, press releases or other media intended to recruit students
<p>C. Service to the College and University</p>	<ul style="list-style-type: none"> • Participation on College/University committees ▪ Faculty Union service ▪ Speaking to classes outside the Department ▪ Speaker in College/University seminars ▪ Attendance at College/ University sponsored events ▪ Formally representing the University at external events ▪ Lending professional skills or expertise to the College/University in advancement of the College/University mission. 	<ul style="list-style-type: none"> ▪ Chairing a university or college committee which met regularly and required effective planning and organization ▪ Service on a university or college committee that met regularly and required significant work of its members outside the meetings, such as accreditation committees, UPC, and the IRB. • Service on a university or college committee that required authorship of significant documents, such as some grants or NEPR committees.
<p>D. Service to the Profession, Discipline, or Field</p>	<ul style="list-style-type: none"> ▪ Participation in planning and implementing professional conferences or activities ▪ Assisting in the publication of professional newsletters ▪ Maintaining active membership in a professional organization 	<ul style="list-style-type: none"> ▪ Holding offices in professional organizations ▪ Serving on boards, accreditation teams, committees, councils, task forces, or advisory boards of professional organizations ▪ Serving as a leader on a review panel ▪ Editing/reviewing journal articles and books if not counted under research ▪ Serving as a reviewer of creative works for an organization, festival or not-for-profit. ▪ Invitation to review grants or manuscripts from a professional agency or journal
<p>E. Service to the Community</p>	<ul style="list-style-type: none"> ▪ Involvement in community activities which draw upon one's creative/academic skills ▪ Professionally related volunteer work. ▪ Professional speaking engagements in the community ▪ Involvement in community activities in a way that promotes the mission of the university 	<ul style="list-style-type: none"> ▪ Board membership in community agencies related to the individual's professional discipline or specialization or to the mission of the university ▪ Completing a major project with a community organization.

Relative Importance of Service Activities and Methods of Evaluation

While the nature and degree of service activities depend on many factors, some general principles can guide their evaluation. Service activities should be public, purposive and professionally related to one's academic training or to the mission of the university. Service should be uncompensated and voluntary (other than *honoraria* received as a result of certain professional activities). For an activity that can be counted under either research/creative or service, such as serving as the editor of a professional journal, cannot also be counted in two categories (research and service) at the same time. The nature and degree of participation, length of service, and relationship of service to the individual's assigned responsibilities to the University will be considered and should be clearly articulated by the candidate. Finally, as one becomes more engaged in one's profession, the quantity and quality of professional contacts should naturally increase.

At all times the candidate for promotion and retention can propose to the DPC that certain activities be given special consideration, be counted in a different category, or be included in the portfolio though the activity seems outside the acceptable realm. Such requests must be made in writing within the portfolio and the DPC should, in its evaluation, explain its decision to accept the candidate's appeal of the ranking and/or inclusion of a particular service activity.

VIII. Evaluation of Unit A Research Faculty

Research Faculty are 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 mission of the University, and they are appointed on a nontenurable basis based upon available grant funding. The chair/director and dean will evaluate the performance of Research Faculty annually. The timetable for portfolio submission will be published in the University evaluation timetable.

The degree of effectiveness of performance of each employee being considered for reappointment or promotion as a research faculty member 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. If teaching/primary duties or service requirements are specified in the letter of appointment and annual work assignments, accomplishments in these areas will be considered of less importance than his or her research productivity.

Performance Standards for Research Faculty

The performance standard for continued annual appointments is defined as "highly effective" for all activities in the appointment for the first three years. The details of the "highly effective" standards are described in this DAC. After three years, it is expected that research faculty will demonstrate performance at the "significant" level for research/creative activities in every year thereafter for continued annual appointments. The details of the "significant" standards for a one-year evaluation period are described in this DAC.

Research Faculty are also eligible for rank and promotion in titles such as Term Professor, Assistant Research Professor, Associate Research Professor, and Research Professor.

1. For promotion to research assistant professor: highly effective research/creative activities; highly effective teaching/performance of primary duties and/or highly effective service through the evaluation period.
2. For promotion to research associate professor: significant research/creative activities; significant teaching/performance of primary duties and/or significant service through the evaluation period.
3. For promotion to research professor: superior research/creative activities; superior teaching/performance of primary duties and and/or significant service through the evaluation period.

IX. Evaluation of Unit A Clinical Faculty

Clinical Faculty are hired to supervise students in a clinical, experiential, or practicum setting, in addition to being engaged in teaching, research, and service depending on the nature of the appointment. 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 annual reappointment and multiple-year appointments contingent upon, successful performance evaluations, program need and availability of funds. They are not, however, eligible for tenure.

The DPC, chair, and dean will evaluate the performance of clinical faculty annually. The timetable for portfolio submission will be published in the University evaluation timetable.

Performance Standards for Clinical Faculty

For Reappointments (retention) Clinical Faculty must meet the standards stated in the *Contract* germane to their appointment. Reappointment standards for the first five years are identical to the retention standards for tenure-track faculty for this first five years. These standards are listed in Section IV of this document. Reappointment is subject to available funding.

The performance standard for annual reappointment in clinical year six and beyond: “effective” teaching/performance of primary duties; “effective” research/creative activity; and “effective” service during the evaluation period.

Clinical Faculty who have attained five or more years of instructional service with the University are eligible for renewable three-year contracts if they have earned “superior” performance evaluations for their teaching/primary duties and “significant” performance evaluations for either their research/creative activity or service in the preceding five-year period, and “highly effective” in the remaining area. The performance standards for maintaining three-year renewable clinical appointments are: “highly effective” teaching/performance of primary duties, “highly effective” research/creative activity, and “highly effective” service.

Clinical Faculty are eligible for clinical rank and promotion in titles such as Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor; however, they are not eligible for tenure.

1. For promotion to clinical associate professor: superior teaching/performance of primary duties; significant research/creative activity; and significant service through the evaluation period.
2. For promotion to clinical professor: superior teaching/performance of primary duties; superior research/creative activity; and superior service through the evaluation period.

Communications, Media Arts & Theatre Departmental Application of Criteria for Unit B Faculty

University and College Intentions

D. University Mission Statement

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.

E. University Strategic Planning Goals and College Key Performance Indicators

The Key Performance Indicators for the College of Arts and Sciences parallel the University's Strategic Planning Goals. Each of the six CSU strategic goals is aligned with a specific public agenda goal or CSU strategic issue which supports the fulfillment of the University mission. Together, these goals create what the University conceptualizes as *ACCESS* for every University stakeholder. The six goals are *Academic Excellence*, *Teaching and Research*; *Community Service and Engagement*; *Cost Efficiencies and Diverse Revenue Streams*; *Enrollment, Retention and Graduation*; *Strengthened Infrastructure*; and *Shared Accountability and Image*.

F. Conditions for Employment

All Unit B faculty members must complete the State of Illinois ethics training and are required to have oral English proficiency as mandated by Illinois statute. Unit B faculty may be required to attend curricular and training meetings as requested the chairperson.

CMAT Departmental Application of Criteria (DAC) for Unit B Faculty

DAC Preamble

The purpose of this document is to provide criteria to identify the proficiency standards of satisfactory or highly effective in teaching and/or primary duties.

Evaluation Portfolio

The evaluation portfolio is a collection of materials submitted by the employee in order to substantiate performance in accordance with the DAC. Each portfolio will include a copy of the current Departmental Application of Criteria, a curriculum vitae, a yearlong work assignment and any revised work assignment worksheets, peer evaluations, student evaluations, instructional materials, evidence of research/creative or service activities may be included but is not required if desired by the faculty and any other materials as set forth in the *Contract*. Below are guidelines each candidate should follow when submitting a portfolio for evaluation:

1. Only include materials within the evaluation period as stipulated in the *Contract*.
2. A letter of intent requesting to be put on the teaching roster for the upcoming academic year, if applicable, should be the first item in the portfolio. A teaching narrative of activities accomplished should be no more than two pages and should clearly identify the purpose of the submission (i.e. and provide a summary of the entire portfolio).
3. A table of contents is required and a paging system is strongly recommended.
4. The candidate should use the same headings and language as that found in the DAC for the three categories. Divisions between sections of the portfolio should be very clear and distinct.
5. The submission and review of portfolios are governed by a process set forth in the *Contract*. In particular, they must be submitted by the requisite deadlines and, once submitted, material may not be added or removed by the faculty in personnel action unless requested by the evaluators.
6. Submitted material shall not include personal information such as social security numbers or irrelevant documents such as the Ethics Training Certificate.

Evaluation Criteria for Unit B Faculty

Performance Standard	Teaching/Primary Duties
Satisfactory	“Satisfactory” in A.a.1., A.a.2, A.a.3., A.a.4. and A.a.5. activities and any activity assigned by the department head in A.b. as applicable. Satisfactory in Primary Duties if applicable.
Highly Effective	“Highly Effective” in A.a.1., A.a.2, A.a.3., A.a.4. and A.a.5. activities and any activity assigned by the department head in A.b. as applicable. Highly Effective in Primary Duties if applicable.

Deficiencies in any of the categories can be addressed by evidence of professional development activities (A.d.) or Curriculum Development activities (A.c.) or any unused activity in any other category.

Categories of Materials and Activities, Relative Importance, and Methods of Evaluation for Teaching/Performance of Primary Duties

Teaching and other Primary Duties are important to the intellectual life of the University. A record of all teaching and teaching-related activities, supporting evidence, and summative narrative should be included in each portfolio. The narrative should explain how the candidate meets the established criteria, how assessment results have led to changes in courses, and how faculty development activities have improved teaching.

The two aspects of the category Teaching/Performance of Primary Duties are to be weighted in their evaluation in proportion to the assignment of CUEs on their Revised Work Assignment. Because each of these aspects are quite different, the categories, their importance, the criteria, and guidelines for each will be covered in two parallel sections organized according to the following designations: **A. Teaching** and **B. Performance of Primary Duties**. The teaching section is first and the performance of primary duties follow immediately after. The materials required to meet the performance standard for each section is listed below.

TEACHING/PRIMARY DUTIES CATEGORIES	
A. TEACHING	B. PRIMARY DUTIES
a. Classroom performance	a. Primary duty performance
b. Other teaching related duties	b. Other primary duty related activities
d. Curriculum development and revision	e. Program development and enhancement
f. Professional development related to teaching	d. Professional development related to primary duty

Teaching Materials to be Evaluated for Type A Categories

A Activities	Materials to be Evaluated (Any item with an asterisk must be submitted)
d. Classroom performance	<ol style="list-style-type: none"> 1. Revised faculty work assignments for the evaluation period (if appropriate).* 2. All peer and chair evaluations during the evaluation period.* 3. Summary of student evaluations (with student comments) for each course evaluated during the review period. This includes online and hybrid courses.* 4. The course syllabus, the final exam/project, and a representative hour exam/assignment for each different course taught during the evaluation period.* 5. Evidence of participation in required assessment activities.* 6. The following <u>may</u> also be submitted: <ol style="list-style-type: none"> a. Additional quizzes or exams. b. Handouts, study guides, or assignments. c. Graded or un-graded student assignments. d. Signed statements relating to teaching performance. e. Evidence of teaching awards. f. Class grade distributions. g. Materials from tutoring or help sessions. h. Evidence of participation in the academic early warnings. i. Other materials. <p>*For Composition Instructors a report of grade distributions is required.</p>
e. Other teaching related activities	<ol style="list-style-type: none"> 1. Evidence of training students in research/creative activities. 2. Evidence of training students as teaching assistants. 3. Evidence of training in software. 4. Evidence of participation in grading sessions. 5. Evidence of student mentoring. 6. Evidence of assisting with study groups/tutoring groups. 7. Evidence of observations of student teaching candidates.
f. Curriculum development and revision	<ol style="list-style-type: none"> 1. Original instructional materials such as homework problems, novel/original learning aids, and new hands-on activities. 2. Updates to lecture material. 3. Evidence of efforts to develop new courses, update existing courses, or change a program's curriculum.
g. Professional development	<ol style="list-style-type: none"> 1. Documentation of participation in professional development

for teaching improvement	activities that contribute to course development and improvement of teaching.
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Relative Importance of Teaching (A) Activities and Methods of Evaluation

For all teaching faculty, the evaluation of classroom performance is the most significant activity. Evaluation of a candidate's teaching will include consideration of the candidate's effectiveness in the following areas: execution of assigned responsibilities; command of the subject matter or discipline; ability to organize, analyze and present material clearly and effectively; ability to encourage and interest students in the learning process; and in student mentoring, advisement, counseling and direction of individual learning activities. Below are specific instructions regarding the evaluation of A activities:

Course Syllabi

Syllabi are expected to clearly define the following: course description; course objectives/outcomes; assessment methods; the name of the text and other required materials; instructor's name, phone number, e-mail address, office location, and office hours; class meeting time and location; a calendar of activities for the course; a link to the ADA statement; material to be covered in the course; policies concerning attendance, tardiness, and makeup exams; grading standards (including 'I' grades); frequency and relative weights of exams, quizzes, homework, papers, and other materials; laboratory/studio safety rules (if appropriate); link to the University student evaluation site <http://www.csu.edu/course-eval>; information about field trips (if appropriate); and policy concerning plagiarism. In addition, it is expected that syllabi will be professionally produced with a minimum of spelling, grammatical or typographical errors, that all instructions and conditions are internally consistent, and that the course content and prerequisites reflect the catalog description. All syllabi will be in the HLC format and will include items required for specific accrediting agencies when appropriate. For courses where a 4000-level class meets with a 5000-level class, it is expected that the two classes will have different syllabi, different learning outcomes, and different assessment measures.

Course Materials

Representative exams, quizzes, and other materials submitted for evaluation are expected to reflect the following qualities: balanced coverage of the assigned material, questions which are clearly stated, questions which are appropriate for the level of the course, a length which is appropriate for the time allotted, and a minimum of spelling, grammatical or typographical errors. Materials submitted will be evaluated with regard to their value in assisting student learning, their originality, and their appropriateness for the course. Regular revisions and updates to course materials shall be valued more than repetitive, unrevised materials over a multi-year period.

Student Evaluations

Faculty shall give all students, except those enrolled in practica, tutorials, independent study courses, and research courses, the opportunity to evaluate their teaching effectiveness through the student evaluations provided on-line by the University Evaluation Website: <http://www.csu.edu/course-eval>. The faculty member shall advise students of the evaluation procedure by placing an item in their syllabi that informs the student about the on-line evaluation procedure and gives the University Evaluation Web Address. The results of these evaluations will be provided to the faculty member only after the course grade has been submitted. The faculty member will place in their portfolio the evaluations (including student comments) for each course evaluated during the review period. The CMAT Coordinator will determine how results from student evaluations are translated into a performance indicator and will be based upon such factors as the difficulty of the class, the number of times the faculty member has taught the course and other factors that may impact the results.

Teaching Assessment Activities

All courses should have assessment measures. Additional assessment instruments may be required for some courses, as designated by the department. Faculty administering such instruments must compile the

results and return them to the Assessment Coordinator on a timely basis. Effectiveness will be measured by the quality of assessment materials submitted for evaluation.

Peer/Chairperson Classroom Visitations

Each candidate shall include the results of classroom visitations by a peer and by the chairperson or their designee. Each visitor shall complete the “Classroom Visitation/Evaluation Form” approved by the department. The completed form should be copied to the faculty member visited, to the DPC chairperson, and to the department chairperson. Procedures for selecting peer evaluators will follow the program’s bylaws. For on-line courses the faculty must provide access to their Moodle course site to the evaluators. As the Unit B faculty in CMAT on multi-year contracts have already undergone a rigorous five-year vetting process to gain their multi-year status, said faculty must be visited once every three years by a peer and the Chairperson.

In addition to an evaluation of the lesson observed, the Chairperson’s evaluation should also take into account the degree of professionalism displayed in the performance of primary duties and can include additional areas firmly linked to teaching/primary duty performance. Such examples of additional areas are listed below. A Chairperson must have documented evidence if any of these concerns are raised in the classroom evaluation:

- Student complaints
- Availability during office hours
- Responding to students in a timely manner
- Tardiness or early class termination
- Ending class before finals week
- Unexcused, missed, or cancelled classes
- Submission of early warnings, grades, and other class-related paperwork

Curriculum Revision and Development

The Department Chair shall evaluate any reports of curricular revision or development by Unit B faculty. These are optional activities for Unit B faculty. These activities include but are not limited to: new course development, new instructional material development and new option development. Effectiveness as measured by adoption and implementation of the proposed courses and options should be documented.

Professional Development Activities for Teaching Improvement

Since attendance at professional development conferences and taking exceptional initiative are entirely optional, they may not detract from an instructor's overall evaluation, but only enhance it. The Department Chair shall evaluate reports of professional development activities or special initiatives. Activities include but are not limited to: participation in short courses, conferences and workshops, attainment of additional degrees, sabbaticals, fellowships, and other teaching related, educational experiences. Documentation of participation must be provided for consideration.

Primary Duty Materials to be Evaluated for Type B Categories

Types of B Activities	Materials to be Evaluated
g. Research Release Time	3. Letter of evaluation. 4. Synopsis of activities related to the primary duty.
h. Program Coordinator or Administrative Release Time	3. Letter of evaluation. 4. Synopsis of activities related to the primary duty.
i. Academic Release Time	3. Letter of evaluation. 4. Synopsis of activities related to the primary duty.
j. Assessment Release Time	5. Letter of evaluation. 6. Synopsis of activities related to the primary duty. 7. Representative assessment reports. 8. Evidence of attendance at assessment meetings.

k. Advising Release Time	<ul style="list-style-type: none"> 5. Letter of evaluation. 6. Synopsis of activities related to the primary duty. 7. Summary of completed advisor surveys (where available). 8. Evidence of attendance at advising meetings.
l. Other Type of Release Time	<ul style="list-style-type: none"> 4. Letter of evaluation. 5. Synopsis of activities related to the primary duty.

Relative Importance of Primary Duty (B) Activities and Methods of Evaluation

The performance of primary duties (beyond required classroom activities) are as central to the teaching function of the institution as direct instruction. The acquisition of resources, activities directed at program improvement and other professional development activities that are associated with these activities must be evaluated. The division of CUEs between teaching and primary duties, as listed on the approved and revised faculty workload assignment, will dictate the relative importance between these two categories where required. Compensated duties or other activities where release time has been provided do not diminish the importance of direct instructional activities, but should be viewed as significant in accord with one's professional development and the mission of the University. Below are specific instructions regarding the evaluation of B activities:

Letters of Evaluation

A letter of evaluation for each primary duty should include a statement of assigned duties, a listing of goals and objectives for the release time, and an assessment of the faculty's member performance of the duty. An evaluation should be completed and included in the portfolio by the direct supervisor of the activity for whom re-assigned time has been provided. For activities spanning multiple years, only one letter of evaluation for each activity is required. If the direct supervisor of the activity is the Program Coordinator, the CMAT coordinator may include their evaluation of the primary duty in their overall narrative of the candidate.

Synopsis of Activities Related to the Primary Duty

Documentation of attendance at activities related to the assigned primary duties is required. Additional documentation that may be required includes: the maintenance of appropriate and accessible records, copies of progress reports submitted, attendance at workshops, training courses or other development programs related to the primary duty.

Program Improvement/Acquisition of Resources

Significant improvements to a program and/or acquisition of resources to improve a primary duty activity should be documented and explained (example: an advisor develops a method for improving the quality and efficiency of advising).

Professional Development for Program Improvement

These activities include, but are not limited to: participation in short courses, conferences and workshops, and other programs related to professional development in the area of expertise of the candidate. Documentation of participation in professional development activities must be provided for consideration to be given in the portfolio.

Research/Creative Activity

Unit B faculty are encouraged to become engaged in activities that foster their growth and development. While not required by the *Contract* to engage in Research and Creative activities,

Unit B faculty may for informal purposes only, supply materials that document their research/creative activities during the evaluation period.

Service Activity

Unit B faculty are encouraged to become engaged in activities that foster their growth and development. While not required by the *Contract* to engage in Service activities, Unit B faculty may for informal purposes only, supply materials that document their Service activities during the evaluation period.