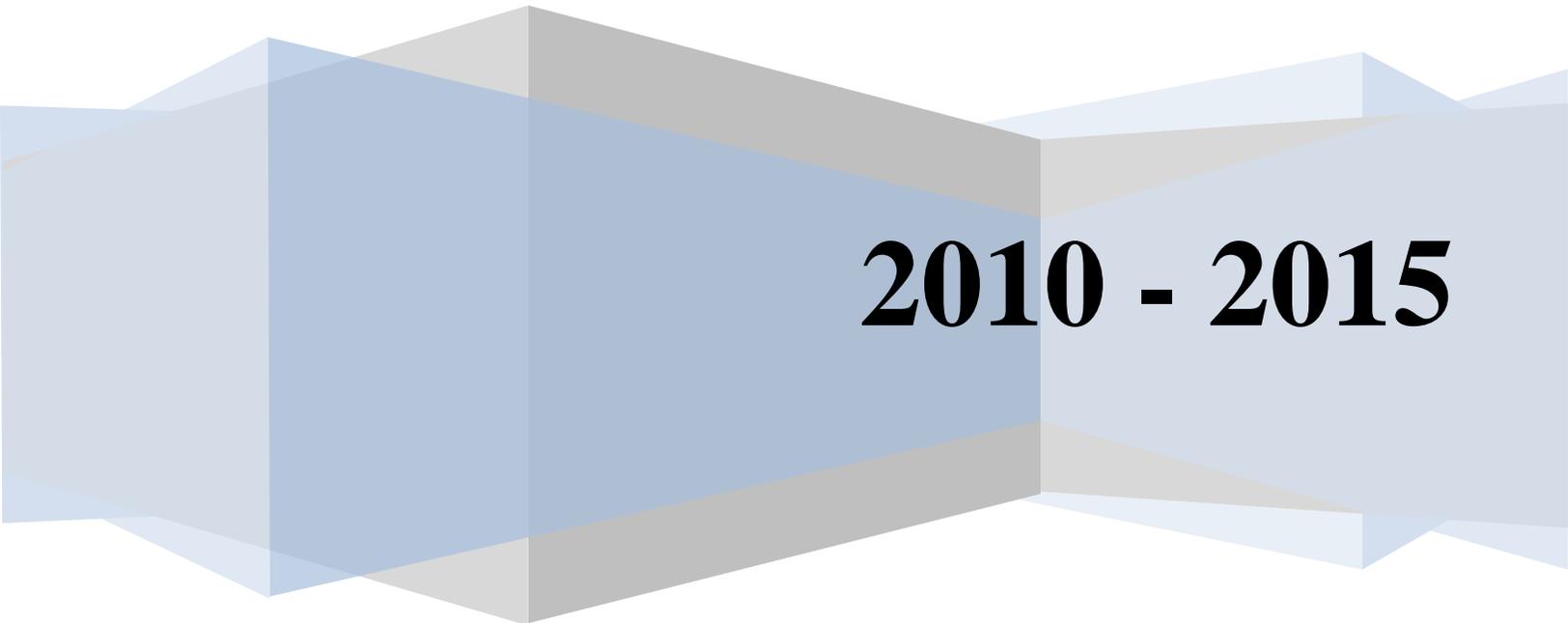# Chicago State University
College of Arts & Sciences

Departmental Application Criteria
Unit B Faculty
DEPARTMENT OF ENGLISH, FOREIGN LANGUAGES AND LITERATURES: ENGLISH PROGRAM

2010 - 2015

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 *A*cademic Excellence, Teaching and Research; *C*ommunity Service and Engagement; *C*ost Efficiencies and Diverse Revenue Streams; *E*nrollment, Retention and Graduation; *S*trengthened Infrastructure; and *S*hared Accountability and Image.

C. 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.

II. The Departmental Application of Criteria (DAC)

A. 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.

B. 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 <u>within the evaluation period</u> 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.

III. 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.

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IV. 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.

V. 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
c. Curriculum development and revision	c. Program development and enhancement
d. 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)

a. Classroom performance	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:
	  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.
	*For Composition Instructors a report of grade distributions is required.

b. Other teaching related activities	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.
c. Curriculum development and revision	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.
d. Professional development for teaching improvement	1. Documentation of participation in professional development activities that contribute to course development and improvement of teaching.

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; 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 DPC will determine how results from student evaluations are translated into a Performance Indicator (Satisfactory, Significant, etc.).

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 reports 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.

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
a. Research Release Time	1. Letter of evaluation. 2. Synopsis of activities related to the primary duty.
b. Program Coordinator or Administrative Release Time	1. Letter of evaluation. 2. Synopsis of activities related to the primary duty.
c. Academic Release Time	1. Letter of evaluation. 2. Synopsis of activities related to the primary duty.
d. Assessment Release Time	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	1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Summary of completed advisor surveys (where available). 4. Evidence of attendance at advising meetings.
f. Other Type of Release Time	1. Letter of evaluation. 2. 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 chairperson, the chairperson 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.

V. 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.

VI. 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.