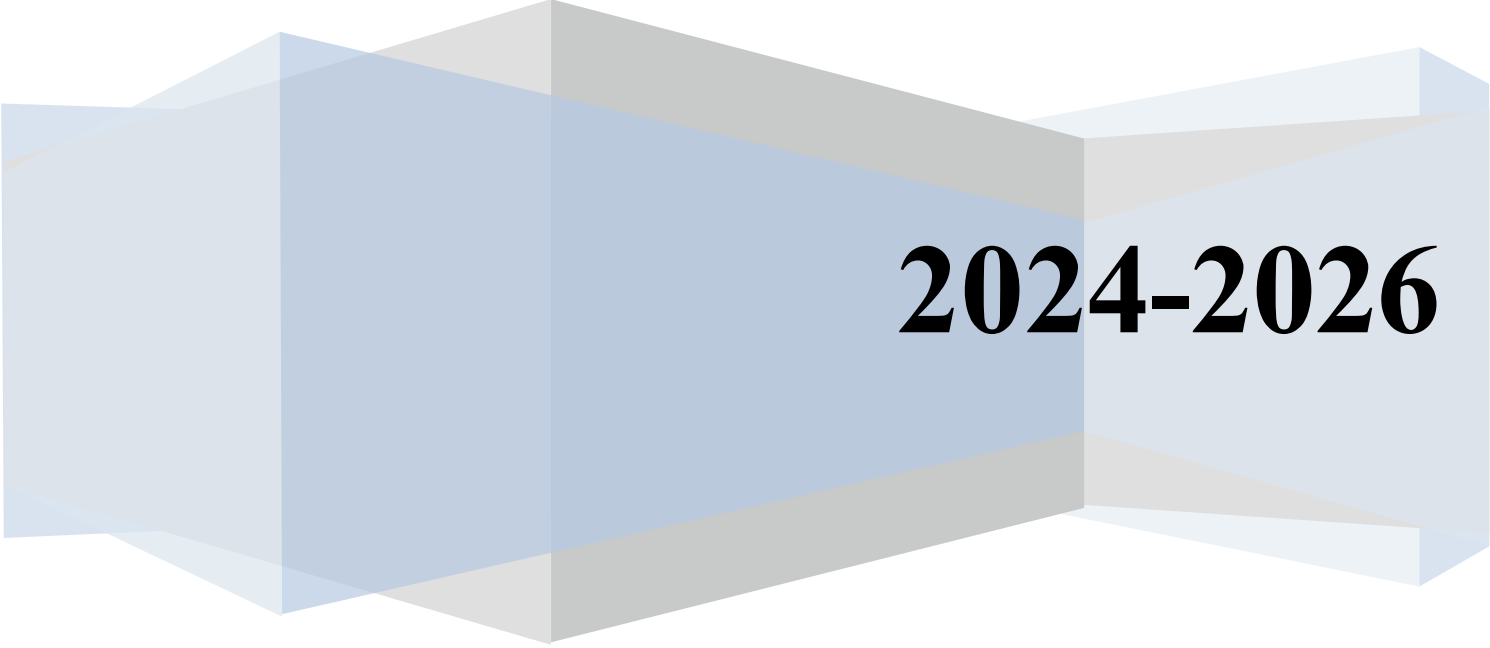**Chicago State University**
College of Arts & Sciences
Departmental Application of Criteria
Communications, Media Arts & Theatre
Unit A and B Faculty

2024-2026

Communications, Media Arts & Theatre
Unit A Faculty

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

The University Strategic Plan is available through the Cougar Connect portal.

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. 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) for Unit A Faculty

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. This document is organized into three sections, each 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 if it

is in an area outside of their discipline.

C. Evaluation Portfolio

The evaluation portfolio is a collection of materials submitted by the employee to substantiate performance in accordance with the DAC. Each portfolio must include the following:

- A copy of the current Departmental Application of Criteria
- A current curriculum vitae
- A yearlong work assignment and any revised work assignment worksheets
- Chairperson evaluation
- Peer evaluation(s)
- Student evaluations (except internships, independent studies and low-enrolled practica courses)
- Instructional materials (representative grading prompts, rubrics, and graded quizzes and writing assignments)
- Evidence of teaching/primary duties
- Evidence of research/creative activities
- Evidence of service activities
- 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 summary 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 clearly stated if the individual is to be evaluated on a higher standard, such as promotion or tenure by exception.

3. A one to five-page narrative summary of supporting materials in the evaluation area is required and should precede each area of evaluation (Teaching/Primary Duties, Research/Creative Activity, Service). This narrative summary should provide a detailed reporting of the ways in which the employee meets evaluation criteria.

4. A table of contents with a pagination system is required.

5. 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.

6. The submission and review of portfolios are governed by a process set forth in the *Contract*. Portfolios must be submitted by the requisite deadlines and once submitted, material may not be added or removed by the faculty member unless requested by the evaluator(s).

7. Submitted material shall not include personal information such as social security numbers.

III. Department 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 University personnel action 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 Department 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.a.2. For a summary of the criteria for each Performance Requirement

(Appropriate, Satisfactory, Exemplary, etc.), please see the expanded table below:

Personnel Action	Teaching/Primary Duties	Research/Creative Activity	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
PAI	Superior	Superior/Significant	Superior/Significant
Tenure by Exceptionality	Exceptional/Superior	Exceptional/Superior	Exceptional/Superior
Post-Tenure Review	Adequate/Exemplary	Adequate/Exemplary	Adequate/Exemplary

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 specified materials and activities for each performance descriptor, which can be found in sections V, VI, and VII. <u>Materials in a higher category can be used as substitutes for lower requirements, where applicable and appropriate</u>. **Higher categories are ranked as such because these activities demand greater faculty time and expertise than lower categories.**

Notes for the table:

1. Research/Creative Activities in this table are organized on a hierarchy of value labeled as A or B; B indicates the highest level of achievement and A indicates a lower level of achievement.

2. Materials in a higher activity 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.

   Because long form creative and written projects move through phases of development of over the course of months and years, one major phase of a single project may be counted in a lower category one year and a second major phase may be counted in a higher category another year. Both phases of the project can be separately counted 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.

3. <u>Research/Creative Activity and Service Activities should be separately listed and counted</u>

for **each** academic year of the evaluation period, when applicable.

4. Faculty who receive Research CUEs should use them for the goal of meeting department retention and promotion requirements outlined in the following table.

RETENTION/PROMOTION REQUIREMENTS

Performance Indicator	Teaching/Primary Duties	Research/ Creative Activity	Service Activities
Appropriate	N/A	*1st year* (1) A1	*1st year* (1) A1+ (1) additional Category 1
Satisfactory	*1st year* "Satisfactory" rating for A.a + (1) additional A activity (and "Satisfactory" in all assigned B activities)	*2nd year* (2) A1 or (1) A2	*2nd year* (2) A1 + (1) B1 + (1) additional Category 1 activity
Highly Satisfactory	N/A	*3rd year* (2) A1 + either (2) A2 or (1) B1 If the candidate has no Category B2 research accomplishment at this point (from beginning their position a CSU until submission of portfolio for 3rd year retention) a letter from the DPC confirming that a meeting has occurred between the faculty member, a subset of the DPC, and the department chair. The purpose of this meeting will be to collaborate to develop a plan for obtaining the level of research required for tenure.	*3rd year* (2) A1 + (1) A2 + (2) B1 + (1) additional Category 2 activity
Effective	*3rd year* "Effective" rating for A.a + (2) additional A activities (and /Effective" in all assigned B activities)	*4th year* (3) A2 + (1) B1	*4th year* (2) A1 + (2) A2 + (2) B1 + (1) C1 + (1) additional Category 2 activity
Highly Effective	*4th year* "Highly Effective" rating for A.a + (3) additional A activities (and "Highly Effective" in all assigned B activities)	*5th year* (2) B1 + (1) B2	*5th year* (2) A1 + (2) A2 + (2) B1 + (1) B2 + (1) C1 + (2) additional Category 2 activities

Significant (*Cumulative for Promotion to Associate Professor, Tenure, PAI*)	5th year "Significant" rating for A.a + (3) additional A activities (and "Significant" in all assigned B activities)	*Cumulative* (4) A2 + (2) B1 + (2) B2 Note: Unit A faculty currently in probationary years one through five as of academic year 2023-2024 need only accomplish one Category I (B1 through B6) research/creative activity by year six of their probationary period for the purposes of meeting the research/creative activity requirements for tenure. This exception is only for the 2022-2026 Contract.	*Cumulative* (11) A1 + (6) A2 + (3) B2 + (3) C1 + (3) C2 + (2) additional Category 1 activities with at least on activity in groups D and E + (3) additional Category 2 activities
Superior (*Cumulative for Promotion, Tenure, PAI*)	*"Superior" rating for A.a + (3) additional A activities (and "Superior" in all assigned B activities)*	*Cumulative* (6) A2 + (2) B1 + (2) B2	*Cumulative* (20) Category 1 activities with at least one activity in Categories A, B, C, D, and E + (15) additional Category 2 activities
Exceptional	*"Exceptional" rating for A.a + (4) additional A activities (and "Superior" in all assigned B activities)*	*Cumulative* (8) A2 + (4) B1 + (2) B2	*Cumulative* (25) Category 1 activities with at least one activity in Categories A, B, C, D, and E + (20) additional Category 2 activities
Adequate (post-tenure review)	*"Highly Effective" rating for A.a + (2) additional activities (and "Highly Effective" in all assigned B activities)*	(1) A1 + (1) A2 *Within a three-year period faculty must complete one B2 activity to maintain the rating of Adequate.*	(2) A1 + (3) additional Category 1 activities from groups B, C, D, or E
Exemplary (post-tenure review)	*"Significant" rating for A.a + (3) additional A activities (and "Significant" in all assigned B activities)*	(1) A2 + (1) B1 OR one B2 * Faculty who complete one B2 activity within a three-year period will earn the rating of Exemplary.	(2) A1 + (3) additional Category 1 activities + (2) Category 2 activities from groups B, C, D, or E

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

Each portfolio must include a teaching/primary duties narrative. The narrative will explain, among other things, how the candidate meets the established criteria. It will also document changes made to course instruction during the evaluation as a result of assessment activities.

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
	e. Release time for CSU Theatre, CSU TV, CSU Radio

Teaching Materials to be Evaluated (Type A Activities)

(A) Activities	Materials to be Evaluated *Items with an asterisk are required; however, if seeking credit for an A activity, evidence must be submitted.
a. Classroom performance	1. Revised faculty workloads for the evaluation period.* 2. Required peer and chair evaluations during the evaluation period.* 3. Student evaluations (with student comments) for each course evaluated during the review period. This includes online and hybrid courses.* 4. The course syllabi, the final exam/project guidelines, representative exams and assignments, and sample graded assignments, including but not limited to writing assignments, for each different course taught during the evaluation period.* 5. Classroom assessment data submitted for assessment reports, if relevant to the class.*

	6. The following may also be submitted: • Handouts and/or study guides • Signed statements relating to teaching performance • Teaching awards • Class grade distributions • Materials from tutoring and help sessions • Evidence that academic early warnings were submitted
b. Other teaching related activities if relevant	1. Evidence of training students in research/creative activities 2. Evidence of training students as teaching assistants/tutors 3. Evidence of student mentoring Evidence of assisting with study groups/tutoring groups
c. Curriculum development and revision	1. 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.) 2. Updates to lecture materials. 3. Evidence of efforts to develop new courses, update existing courses and/or course materials.
d. Professional development for teaching improvement	1. Documentation of participation in a workshop activity that directly contributes to course development and improvement of teaching 2. Evidence of attendance at a trade show, screening, staged performance, lecture, exhibit, vendor event, etc. 3. Evidence of self-training in new technologies, software. 4. Evidence of participation in a meeting of a professional organization for film, theatre and/or media related professions. 5. A completed literature review in the subject area to inform and improve teaching.

Relative Importance of Teaching (Type A Activities) and Methods of Evaluation

For all teaching faculty, including online 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/ learning 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 weekly 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; 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 methods.

Course Materials

Exams, quizzes, and projects submitted for evaluation are expected to reflect the following qualities: appropriate coverage of the assigned material with adequate rigor, 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, the opportunity to evaluate their teaching effectiveness in each course through the student evaluations provided online by the University Evaluation Website. The faculty member shall inform students of the evaluation procedure by placing an item in their syllabi that informs the student about the online evaluation procedure. 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 student evaluations for 90% of the courses evaluated (including student comments) during the review period in the portfolio. The DPC will use the following measurement scale to interpret student evaluations for courses with 5 or more students enrolled:

2.5 to 2.6 for Satisfactory
2.61 to 3.0 for Effective
3.01 to 3.5 for Highly Effective
3.51 to 4.0 for Significant
4.01 to 5.0 for Superior

Student evaluations for courses with four or fewer students will represent 5% of the total student evaluation score.

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(s) by the specified due date.

Peer Evaluations

Each faculty member shall include the results of at least one peer evaluation conducted during the evaluation period. Each faculty member going up for promotion to Associate Professor, Professor, or for PAI must have at least one peer evaluation 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 online 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 write a class visitation report. 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. 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 online courses, access to the Moodle site must be granted to the 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 academic 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

These activities include but are not limited to activities that specifically 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 in an activity that contributes to course development and improvement of teaching is required. A written literature review, other research, or self-training completed that strengthens faculty teaching is also acceptable.

Primary Duty Materials To Be Evaluated (Type B Activities)

Types of B Activities	Required Materials for Evaluation
a. Research Release Time	• Letter of evaluation • Synopsis of activities related to the primary duty
b. Program Coordinator or Administrative Release Time	• Letter of evaluation • Synopsis of activities related to the primary duty
c. Academic Release Time	• Letter of evaluation • Synopsis of activities related to the primary duty
d. Assessment Release Time	• Letter of evaluation • Synopsis of activities related to the primary duty • Representative assessment reports • Evidence of attendance at assessment meetings

e. Advising Release Time	• Letter of evaluation • Synopsis of activities related to the primary duty • Summary of completed advisor surveys (if available) • Evidence of attendance at advising meetings
f. Other Types of Release Time, including CSU TV, CSU Radio, CSU Theatre, and CSU Theatre Coordinator Release Time	• Letter of evaluation • Synopsis of activities related to the primary duty • Supporting documents such as playbills, flyers, meeting agendas and/or minutes

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

The performance of primary duties (beyond required classroom activities) is 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 relationship to one's professional development and the mission of the university. Below are specific instructions regarding the evaluation of B activities:

Synopsis of Activities Related to The Primary Duty

Documentation of attendance at activities related to the assigned primary duties is required. Additional 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, or 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; and attainment of additional degrees, sabbaticals, fellowships, and other teaching related, educational experiences that directly contribute to course and teaching development. Documentation of participation coupled with a justification that speaks to the ways in which activities support course and teaching development must be provided for consideration. Documentation of participation in an activity that contributes to course development and improvement of teaching is required. A completed literature review or self-training completed with an explanation of how the activity contributes to program improvement is also acceptable.

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

Research and Creative Activity is important to the intellectual life of the university and the society in which we live. A record of all research/creative activities, supporting evidence, and a narrative summary 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.

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 relevance 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.

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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, provide documentation for that standard, and explain 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; therefore, this research/creative activity 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 of the *Contract.*

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 it 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 B2 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 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 must also explain the level of importance of the BII project in the narrative summary by explaining the significance of the work and how it is regarded by others in the discipline. Evidence may include awards, reviews, or documentation that the work was included in a peer-reviewed/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 principal creative role— (producer, writer, director, musical director, choreographer, designer, dramaturg, 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 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 <u>*both* Teaching/Primary Duties and Research/Creative Activities</u>. The rationale for this is that theatrical production falls into three phases: *preproduction, execution,* and *production*. The *preproduction phase*, for which <u>CUES are not assigned</u>, 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 <u>CUEs are assigned</u>, consists of the hands-on work with students. It is during this phase that faculty participate in weekly production meetings and hold hours-long rehearsals five times a week for four 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 <u>CUEs are</u> <u>assigned</u>, 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 <u>directing</u> 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 phase of a major production project as a separate B1 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).

CATEGORIZATION OF RESEARCH/CREATIVE ACTIVITIES

	Lower Achievement (1)	Higher Achievement (2)
Research and Creative Activity (Lower-Level Activity–A)	**A1** Producing a Research/Creative Agenda Reporting Progress in Research Completing a literature review in research area Acquisition of knowledge in a specific area through attendance at a conference or training session at the university Unsuccessful Submitted Internal Grant Pre-production of a theatrical work-in-progress so long as a fully staged production is scheduled to take place within a year Successful internal grant for travel and/or conference fees	**A2** Submit a presentation proposal for a conference CSU Presentation including on-campus media programming Manuscripts in preparation (a copy must be available for review during the evaluation period) Student Research/Training/Mentoring Submit a non-peer-reviewed journal article/grant (a copy must be available for review during the evaluation period) A devised work, workshop, or industry talk/panel discussion made by faculty for a professional theatre organization, non-profit organization, or educational institution. Student Thesis Supervision or Project Supervision beyond that which is covered by primary duties Serving as a reviewer for granting

	Non-peer-reviewed off-campus presentations, poetry recitals, performance pieces, dramatic readings, or any other public performance or screening as part of a group or as an individual	agencies, publications, publishers, film festivals, theatre organizations, academic or professional conferences, or any other area in which the faculty member's expertise is recognized Productions or on-air activities for on-campus events (A-V samples required) Works screened, directed (musical direction may also be included), dramaturged, stage managed, choreographed, devised, designed and/or performed by the faculty member on the CSU campus.
Research and Creative Activity (Upper-Level Activity–B)	**B1** Submitted Peer-Reviewed Manuscript Proposal Successful Internal Grant for Program or Faculty Development Presentation/Performance at a Peer-Reviewed Conference Submitted Peer-Reviewed Journal Article (a copy of the article must be available for review during the evaluation period) Completion of a major phase of a media project including preproduction 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	**B2** Published Peer-Reviewed Scholarly Book or Textbook 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 Serving as a PI on a Successful Peer-Reviewed External Grant of a significant nature or competitiveness Published book chapter in an edited anthology in an academic press in the discipline Peer-reviewed/competitive screening of film, video, television or multimedia or audio content where the faculty served in a principal creative role Peer-reviewed production of a theatrical performance that opens at a professional theatre company where the faculty member served in a principal creative role Screenplays, podcasts, teleplays, or theatrical plays contracted by professional managers, agents, or optioned by a production company or professional theatre company or awarded a major prize in a national or international competition

article as to the significance of the project. (*Faculty shall receive a maximum of two B1s per year for this*) Web series with multiple episodes of high quality posted on the Internet where the faculty member serves in a principal creative role Full-length theatrical work written by the faculty member and staged on the CSU campus Fully staged non-professional performance where the faculty member served in a principal creative role that debuts at a performance venue outside of CSU Live field or in-studio production or on-air activities for major Broadcast outlets. Reviews of dissertations, external tenure, and promotion reviews at other universities External grants awarded where the faculty member contributed to the grant proposal in a substantial way but was not the principal investigator (PI) Principal organizer for an academic conference Submitted peer-review media project (film, video, screenplay, post-produced audio content or other multimedia) Editing of a non-peer reviewed external publication related to your discipline Submitted peer-reviewed	Video production, including web series, where the faculty member served in a principal creative role that are broadcast or streamed on the Internet by a professional distribution company or a national/international film festival 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 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) ***Note: A letter from the publisher indicating that all revisions have been made with a projected date of publication will be accepted in lieu of actual publication. **Note: To encourage long form projects requiring many years of substantial work, such as major peer-reviewed scholarly books, feature-length film projects, or full-length plays where the faculty member played a significant creative role in this category will count as (2) B2s. Documentation that makes clear the timeline for the extensive project must be included to earn (2) B2s. *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.

screenplay, teleplay, or theatrical play 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) Creative Activity that demands significant time and has broad impact and benefit for the community or University	

Materials To Be Submitted For Evaluation of Research/Creative Activities

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 period
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 links to videos posted on the web
11. Program booklets containing appropriate credit lines, marketing materials, letters, faxes and/or emails 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 B2 activity if they have been reviewed in a peer-reviewed competitive process and have either appeared or are under contract for publication with NO additional revisions beyond correcting typos in offprints. Any activity for which additional revisions are required is NOT a B2 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:

- All service activities should be public, purposive, and professionally related to one's academic training or the overall mission of the university.
- 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.
- 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.

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 1 consists of service activities which require time and effort commensurate with reasonable expectations of faculty members involved in the activity. Level 2 consists of service activities which require time and effort above and beyond that expected in the normal performance of that service activity. For example, serving on a committee will be ranked in Level 1 (lower level of effort), while chairing a committee will be ranked in Level 2 (higher level of effort). Service in each of the five categories is treated as equal.

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

All service activities must be clearly documented in any of the following ways:
- Meeting Minutes with attendance listed
- Letters of appreciation from committee chairs
- Certificates of appreciation from institutional bodies
- Flyers and announcements with the candidate's name listed
- Copies of prepared documents (reports, proposals) with the candidate's name listed
- Other documentation including narrative explanation.

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.

CATEGORIZATION 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 1 departmental service activity would be referred to as an "A1" service activity.

Service Category	Category 1 (lower level of effort)	Category 2 (highest level of effort)
A. Service to the Department	• Participation in department Meetings • Participation in department Committees • Administrative functions as assigned by the Chair or Dean that require minimal	• Chairing a department committee which met regularly and required effective planning and organization • Organizing

	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.	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 committees.
B. Service in Areas of Enrollment, Recruitment, Retention, and Graduation	• Career counseling and internship supervision • Assistance with departmental promotional activities. • Participation in departmental recruitment/admission activities • Formal involvement in the recruitment of students • Serving as an advisor to a student club	• Developing an articulation agreement with another institution • 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

	• Preparing ERG documents or reports as assigned by the Chair or Program Coordinator	events that promote departmental ERG goals. • Creating brochures, websites, press releases or other media intended to recruit students
C. Service to the College and University	• 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	• 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 grants or committees.

| D. Service to the Profession, Discipline, or Field | • Participation in planning and implementing professional conferences or activities
• Assisting in the publication of professional newsletters
• Maintaining active membership in a professional organization | • 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 |

Relative Importance of Service Activities and Methods of Evaluation

The nature and degree of service activities depend on many factors. The following general principles should guide evaluations of service. 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.

Annual Evaluation of Tenured Employees

Beginning Spring 2021 and continuing thereafter, the evaluation materials will be submitted to follow a biennial pattern: Year 1 (beginning Spring 2021), a summary of work in teaching/performance of primary duties, research-creative activity, and service, specifically referencing the requirements of the DAC and the Contract is required; and Year 2 (beginning Spring 2022), a portfolio with complete documentation as is outlined in the DAC and Contract to substantiate performance is required.

Unit B Faculty

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

The University Strategic Plan is available through the Cougar Connect portal.

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 for Unit B Faculty

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 to substantiate performance in accordance with the DAC. Each portfolio must include the following:
- A copy of the current Departmental Application of Criteria
- A current curriculum vitae
- A yearlong work assignment and any revised work assignment worksheets
- Chairperson evaluation
- Peer evaluation
- Student evaluations (except internships, independent studies and low-enrolled practica courses)
- Instructional materials (representative grading prompts, rubrics, and graded quizzes and writing assignments)
- Evidence of teaching/primary duties
- 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 with a pagination system is required.

4. The candidate should use the same headings and language as that found in the DAC.

5. The submission and review of portfolios are governed by a process set forth in the *Contract*. 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. Evaluation Criteria for Unit B Faculty

Performance Standard	Teaching/Primary Duties
Satisfactory	"Satisfactory" in Teaching (Type **A** Activities); and Satisfactory in Primary Duties (Type **B** Activities), if applicable.
Highly Effective	"Highly Effective" in Teaching (Type **A** Activities); and Satisfactory in Primary Duties (Type **B** Activities), 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.

IV. 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.

Each portfolio must 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.

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
	e. Release time for CSU Theatre, CSU TV, CSU Radio

<u>Teaching Materials (Type A Activities) to be Evaluated</u>

(A) Activities	Materials to be Evaluated *items with an asterisk are required; however, if seeking credit for an A activity, evidence must be submitted.

a. Classroom performance	1. Revised faculty workloads for the evaluation period.*
	
	2. Required peer and chair evaluations during the evaluation period.*
	
	3. Student evaluations (with student comments) for each course evaluated during the review period. This includes online and hybrid courses.*
	
	4. The course syllabi, the final exam/project guidelines, representative exams and assignments, and sample graded assignments, including but not limited to writing assignments, for each different course taught during the evaluation period.*
	
	5. Classroom assessment data submitted for assessment reports, if relevant to the class.*
	
	6. The following <u>may</u> also be submitted:
	
	    a. Handouts and/or study guides
	    b. Signed statements relating to teaching performance
	    c. Teaching awards
	    d. Class grade distributions
	    e. Materials from tutoring and help sessions
	    f. Evidence that academic early warnings were submitted

b. Other teaching related activities if relevant	1. Evidence of training students in research/creative activities 2. Evidence of training students as teaching assistants/tutors 3. Evidence of student mentoring 4. Evidence of assisting with study groups/tutoring groups
c. Curriculum development and revision	1. 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.) 2. Updates to lecture materials. 3. Evidence of efforts to develop new courses, update existing courses and/or course materials.
d. Professional development for teaching improvement	1. Documentation of participation in a workshop activity that directly contributes to course development and improvement of teaching 2. Evidence of attendance at a trade show, screening, staged performance, lecture, exhibit, vendor event, etc. 3. Evidence of self-training in new technologies, software. 4. Evidence of participation in a meeting of a professional organization for film, theatre and/or media related professions. 5. A completed literature review in the subject area to inform and improve teaching.

Relative Importance of Teaching (A) Activities and Methods of Evaluation

For all teaching faculty including online 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/ learning 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 weekly 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; 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 methods.

Course Materials

Exams, quizzes, and projects submitted for evaluation are expected to reflect the following qualities: appropriate coverage of the assigned material with adequate rigor, 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 the opportunity to evaluate their teaching effectiveness in each course evaluations provided online by the University Evaluation Website. The faculty member shall inform students of the evaluation procedure by placing an item in their syllabi that informs the student about the online 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 student evaluations for 90% of the courses evaluated (including student comments) during the review period in the portfolio. The DPC will use the following measurement scale to interpret student evaluations for courses with 5 or more students enrolled:

2.5 to 2.6 for Satisfactory
2.61 to 3.0 for Effective

<div align="right">

3.01 to 3.5 for Highly Effective
3.51 to 4.0 for Significant
4.01 to 5.0 for Superior

</div>

Student evaluations for courses with four or fewer students will represent 5% of the total student evaluation score.

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(s) by the specified due date.

Chairperson Evaluation

For each tenure-track candidate and Unit B faculty member, the Department Chairperson will write a class visitation report. 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. 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 online 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 academic 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.

Peer Evaluations

Each faculty member shall include the results of at least one peer evaluation conducted during the evaluation period. Each faculty member going up for promotion to Associate Professor, Professor,
or for PAI must have at least one peer evaluation 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 online 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.

Professional Development Activities for Teaching Improvement

These activities include but are not limited to activities that specifically 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 review, other research, or self-training completed that strengthens faculty teaching is also acceptable.

Primary Duty Materials To Be Evaluated (Type B Activities)

Types of B Activities	Required Materials for Evaluation
a. Research Release Time	• Letter of evaluation • Synopsis of activities related to the primary duty
b. Program Coordinator or Administrative Release Time	• Letter of evaluation • Synopsis of activities related to the primary duty
c. Academic Release Time	• Letter of evaluation • Synopsis of activities related to the primary duty
d. Assessment Release Time	• Letter of evaluation • Synopsis of activities related to the primary duty • Representative assessment reports • Evidence of attendance at assessment meetings

e. Advising Release Time	• Letter of evaluation • Synopsis of activities related to the primary duty • Summary of completed advisor surveys (if available) • Evidence of attendance at advising meetings
f. Other Types of Release Time, including CSU TV, CSU Radio, CSU Theatre, and CSU Theatre Coordinator Release Time	• Letter of evaluation • Synopsis of activities related to the primary duty • Supporting documents such as playbills, flyers, meeting agendas and/or minutes

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

The performance of primary duties (beyond required classroom activities) is 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:

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 that directly contribute to course and teaching development. Documentation of participation coupled with a justification that speaks to the ways in which activities support course and teaching development must be provided for consideration. Documentation of participation in an activity that contributes to course development and improvement of teaching is required. A completed literature review or self-training completed with an explanation of how the activity contributes to program improvement is also acceptable.

Research/Creative Activity for Unit B Faculty

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 for Unit B Faculty

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 informational purposes only, supply materials that document their Service activities during the evaluation period.

Distance Education Policy for CMAT

A. The policy below outlines the Communications, Media Arts and Theatre Department's distance education policy. General definitions and other information can be found in the *Contract* "Appendix G: Distance Education." Currently approved department courses to be offered online:
   1. CMAT 1140: Business Communication; CMAT 2150: Mass Communications; CMAT 2210: Interpersonal Communication; 2460: Public Relations I; CMAT 2500: Media and Social Justice; CMAT 3690: Mass Communication Research; CMAT 4316: Media Adaptation; and CMAT 4362: Issues in Broadcasting
B. Criteria for approval process of new online/hybrid courses and curriculum. It is required that faculty members have taken the CSU Online Certification Training before proposing online/hybrid course additions and/or changes. If convenient training sessions are not available prior to offering the course, the CMAT faculty

may teach the class under the mentorship of another trained CMAT faculty member.

1. The faculty member will submit a formal new course addition proposal or, in case of an existing course, a course change proposal to the department curriculum committee. It must be identified as to whether the course will be offered as a hybrid or an online course. If both, separate applications must be submitted.
2. Approval for the course addition or change will move forward as per any necessary curriculum actions.

C. Method for evaluating hybrid and online courses.

1. All distance education courses and instructors will be evaluated by students if there are six or more students in the course. Evaluation will occur via the current means required by CSU.
2. The instructor will provide access to online course shells for peer and chairperson evaluations, if warranted, of the effectiveness of the course and faculty member's teaching.
3. The instructor will be evaluated based upon requirements outlined in the *Contract* and DAC.

D. Process for selecting faculty to teach hybrid or online courses.

1. The faculty member is required to have successfully taken the CSU Online Certification Training (OCT) facilitated by CTRE.
2. Course assignment will be based on program need, course load, and then seniority.

E. Considerations of online instruction for retention, promotion, PAI, and tenure award processes.

1. Faculty assigned to distance education courses shall retain the responsibility and authority for the academic administration and oversight of the distance education course. The assigned faculty member shall have full control of the content of the course unless the course is governed by learning objectives and/or assessments required by the program and/or General Education.
2. Faculty assigned to distance education courses shall have the same profile (expertise, experience, rank) as the faculty assigned to traditional campus courses.
3. Faculty assigned to distance education courses shall receive equivalent recognition of teaching and scholarly undertakings related to distance education programs corresponding with their efforts in traditional, on---campus course facilitation activities.

F. Process for assisting faculty members teaching Internet courses to be adequately prepared to teach and prepare required course materials.

1. CTRE is expected to provide improvement opportunities for faculty to increase their knowledge of distance education methodologies, online instructional design, use of innovative technology to facilitate online instruction, student assessment and evaluation in online instruction, understanding of best practices in online instruction and improving faculty instructional skills.
2. CTRE is expected to provide timely assistance and support to faculty

        members teaching online courses.

    3. CSU's Information Technology Division, or appropriate information technology unit, is expected to provide adequate equipment (including equipment maintenance), software, and communications access to faculty to support communication with students, collaborating institutions, and other faculty for approved platforms and initiatives.

G. Process for making recommendations for changes and improvements to Internet courses and the supporting infrastructure.

    The department will review all institutional course evaluation results for online/hybrid courses and make recommendations for improvements of identified deficiencies.

    1. Course instructional design and material revisions and updates will be planned and methodically implemented by the faculty member assigned to the distance education course.

H. CMAT will follow guidance outlined by the Department of Education and Chicago State University regarding the maximum number of distance education courses that a student may take to obtain a degree.