

Chicago State University

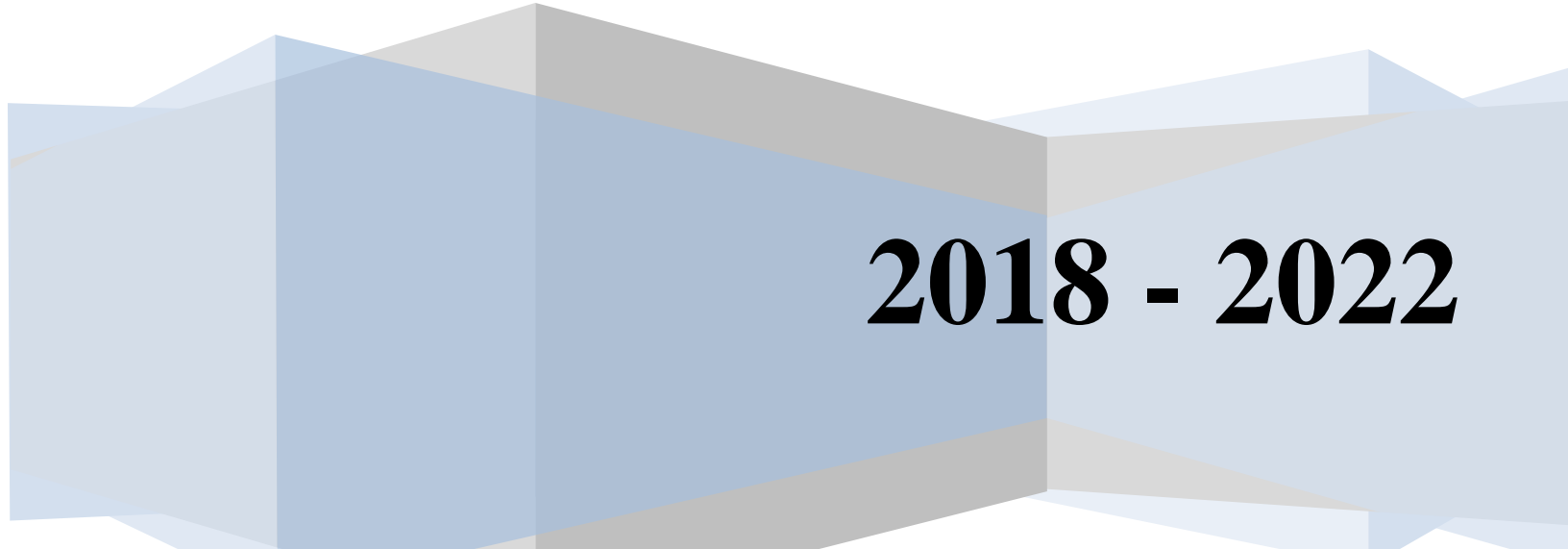
College of Arts & Sciences

Departmental Application of Criteria

Unit A and B Faculty in Art and Design

2018-2022

Revised February 2021



2018 - 2022

Table of Contents

	Page
I. University and College Intentions	3
II. The Departmental Application of Criteria (DAC)	3
III. Departmental Personnel Committee (DPC)	5
IV. Evaluation Criteria for Unit A Faculty	5
Table 1: Overview of Performance Requirement	6
Table 2: Overview of Performance Requirement Activities	7
Table 3: Summary of Tenure-Track Annual Requirements	9
V. Categories of Materials and Activities, Relative Importance, and Methods of Evaluation for Teaching /Performance of Primary Duties	10
Table 4: Teaching/Primary Duties Categories	10
Table 5: Teaching Materials to be Evaluated for Type A Categories	11
Table 6: Primary Duty Materials to be Evaluated for Type B Categories	13
VI. Categories of Materials and Activities, Relative Importance, and Methods of Evaluation for Research /Creative Activities	15
Table 7: Classification of Research/Creative Activities	16
VII. Categories of Materials and Activities, Relative Importance, and Methods of Evaluation for Service Activities	19
Table 8: Classification of Service Activities	20

VIII. Evaluation of Unit A Research Faculty	22
IX. Evaluation of Unit A Clinical Faculty	23
X. Evaluation of Unit B Faculty	24
Table 9: Evaluation Criteria for Unit B Faculty	25
Table 10: Teaching/Primary Duties Categories for Unit B Faculty	25
Table 11: Teaching Materials to be Evaluated for Type A Categories	26
Table 12: Primary Duty Materials to be Evaluated for Type B Categories	28
Appendix A	31
Appendix B	33

I. University and College Intentions

A. University Mission Statement

Chicago State University transforms students' lives by innovative teaching, research, and community partnerships through excellence in ethical leadership, cultural enhancement, economic development and justice.

B. College of Arts and Sciences Mission Statement

The College of Arts and Sciences provides the intellectual nucleus of the University. The college prepares its students to be competitive in challenging careers in the humanities, fine and performing arts, the social and behavioral sciences, and the STEM (Science, Technology, Engineering and Mathematics) disciplines. The college provides students throughout the university with broad interdisciplinary awareness and competence to equip them for citizenship in the 21st century environment of diversity, globalization and social justice.

C. 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. The six goals are Academic Excellence, Innovation and Student Transformation; Student Enrollment, Retention and Graduation; University Culture, Climate and Accountability; Strengthened Infrastructure; Cost Efficiencies and Diverse Revenue Streams; Community Service, Urban Leadership and Economic Engagement.

D. Conditions for Employment for Unit A Members

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 at least 75% of department meetings (absences are allowed for illnesses or time conflicts with other 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)

A. DAC Preamble

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

B. Disciplines for this DAC

This DAC is for the disciplines of Art and Design and will be used to evaluate Unit A and Unit B faculty members in the Art & Design program. (“Program and “Department” are used interchangeably throughout this documentation.) Faculty whose research/creative activities are interdisciplinary by nature are encouraged to request that their evaluation be informed by the language of their DAC (and perhaps another one if appropriate) and the expertise of a faculty member from an area closely related to their activities, even it is in an area outside of their discipline.

C. Evaluation Portfolio

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

1. Only include materials within the evaluation period as stipulated in the *Contract*.
2. A letter of intent should be the first item in the portfolio and should provide a narrative of activities accomplished in the three areas. The letter of intent should be no more than two pages and should clearly identify the purpose of the submission (i.e. Fourth-Year Retention, PAI) and provide a summary of the entire portfolio. It should be stated if the individual is to be evaluated on a higher standard, such as promotion or tenure by exception. Preceding each area of evaluation (Teaching/Primary Duties, Research/Creative Activities, Service) a one to two page summary of supporting materials in the evaluation area is suggested. This narrative should provide a more detailed summary of its content than appears in the letter of intent.
3. For cumulative portfolios such as tenure, promotion to Associate and Professor, and PAI, certain activities can be listed with a summary. Research/Creative A1 activities may be listed and summarized. Service A1 activities that are performed each semester, such as Portfolio Assessments and Personal Committee evaluations of Unit B and part time faculty members may be listed and summarized with minimal documentation.
4. A table of contents is required and a paging system is strongly recommended.
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*. 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.

Submitted material shall not include personal information such as social security numbers or irrelevant documents such as the Ethics Training Certificate.

III. Departmental Personnel Committee (DPC)

A. Purpose

The purpose of a Department Personnel Committee shall be to review materials submitted by faculty members of the Department seeking retention, promotion, professional advancement increase (PAI) or tenure and to provide recommendations in accordance with the DAC. The dates for each evaluation process are specified in the annual University evaluation timetable.

B. Composition

The composition and voting policies of each Department Personnel Committee (DPC) will be determined by a program's bylaws and will not necessarily be uniform across the College. Individual programs and departments 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 and explained 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 on the following page.

Table 1: Overview of Performance Requirement

Personnel Action	Teaching/ Primary Duties	Research/ Creative Activities	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

Notes for the table below:

1. Activity is defined as a unique function occurring within the evaluation period. For instance, maintaining a studio or lab counts as one activity. However, in multi-year evaluations, studio or lab maintenance can be counted once for each year that it was performed.
2. Activities in the table are organized by type of activity, A – E (see below under each area for specific classification), and are coupled with numbers to identify a specific classification of activity to be evaluated.
3. Materials in a higher category can be used as substitutes for lower requirements (where applicable and appropriate) but substitutions cannot reduce the quantity of activities required, except in the case of a B3 activity in Research/Creative Activities. If approved by the DPC, (1) B3 may equal (2) B2 activities.
4. The (6) professional development activities for Superior are required of faculty who are hired tenure-track starting in August 2021. Anyone else tenure-track before that date must participate in (1) activity per year starting with the effective date of this DAC.*
5. If a B2 or B3 activity in Research/Creative Activities has been achieved in a 1st through 4th year review, then it is considered to have fulfilled the 5th year requirement, as long as documentation is also included in the 5th year portfolio.

Table 2: Overview of Performance Requirement Activities

Performance Indicator	Teaching/Primary Duties	Research/ Creative Activity	Service Activities
Appropriate	N/A	(1) A1	(3) A+ (1) A/B/C/D/E from Category 1
Satisfactory	Aa: Satisfactory ratings by peers and chair, satisfactory student evaluations, demonstrates command of subject matter, clear communication, organized syllabi, and satisfactory assessment tools Ad: demonstrate (1) professional development activity If B: Satisfactory rating by chair and peer evaluations, if appropriate	(3) A1	(3) A + (1) B + (1) A/B/C/D/E from Category 1
Highly Satisfactory	N/A	(3) A1 + (3) A2	(3) A + (1) B + (1) C + (1) A/B/C/D/E, of which (1) must be from Category 2
Effective	Aa: Effective rating by peers and chair, and effective student evaluations Ab: (1) student mentoring Ac: demonstrates (1) update in curriculum Ad: demonstrates (1) professional development activity If B: Effective rating by chair and peer, if appropriate	(3) A2 + (1) B1	(3) A + (1) B + (1) C + (2) A/B/C/D/E of which (2) must be from Category 2.
Highly Effective	Aa: Highly effective rating by peers, chair and students Ab: (2) student mentoring Ac: demonstrates (1) update in curriculum and (1) area of option/concentration Ad: demonstrate (1) professional development activity If B: Highly effective rating by chair and peer, if appropriate	(2) A2 + (2) B1 + (1) B2* <i>*If a B2 or B3 activity has been achieved in a 1st – 4th year review, then it is considered to have fulfilled the 5th year requirement, as long as documentation is also included in the 5th year portfolio.</i>	(3) A + (1) B + (1) C + (1) D/E + (1) A/B/C/D/E of which (3) must be from Category 2
Significant	Aa: Significant rating by peers and chair, highly effective student evaluations Ab: (3) evidence of student mentoring Ac: demonstrate (1) update in curriculum, (1) area of option/concentration and (1) contribution to the direction of the program	N/A	N/A

	Ad: (1) demonstrate professional development activity If B: Significant rating by chair and peer, if appropriate		
Significant Cumulative+ <i>(Promotion to Associate Professor /Tenure, PAI)</i>	N/A	(6) A2 + (4) B1 + (3) B2 Or (5) A2 + (4) B1 + (1) B2 + (1) B3	(29) activities with at least one activity each from A, B, C, D/E, of which (6) must be from Category 2
Superior Cumulative+ <i>(Promotion to Tenure and Associate [T/ PD only] Full Professor and PAI [all items])</i>	Aa: Superior rating by all peers senior in rank and chair, significant student evaluations (average is not cumulative for Tenure or Associate) Ab: (10)evidence of student mentoring Ac: (10) demonstrate updates in curriculum, area of option/concentration and contribution to the direction of the program Ad: demonstrate (6) professional development activities for 2021 hires * If B: Significant rating by chair and peer, if appropriate	(6) A2 + (5) B1 + (4) B2 or (2) B2 + (1) B3 or (2) B3	(32) activities with at least one activity each from A, B, C, D/E, of which (9) must be from Category 2.
Exceptional + Cumulative	Aa: Exceptional rating by all peers and chair, exceptional student evaluations (not cumulative) Ab: (12) evidence of student mentoring and exceptional student work Ac: (12) demonstrate updates in curriculum, area of option/concentration and lead change in area of option/concentration and program Ad: demonstrate (8) professional development activities If B: Exceptional rating by chair and peer, if appropriate	(8) A2 + (6) B1 + (5) B2 or (3) B2 + (1) B3 or (1) B2 + (2) B3	(35) activities with at least one activity each from A, B, C, D/E, of which (11) must be from Category 2.
Adequate <i>Post tenure review</i>	Same as Highly Effective.	(2) A1 + (2) A2	(3) A + (1) B + (2) C/D/E in Category 1
Exemplary <i>Post tenure review</i>	Same as Significant.	(2) A2 + (1) B2	(3) A + (1) B + (1) C + (1) D/E from Category 1 + (3) A/B/C/D/E from Category 2

+ See II.C.3.

Table 3: Summary of Tenure-Track Annual Requirements

Year	Teaching/Primary Duties	Research/ Creative Activities	Service Activities
1st	Satisfactory: In all evaluations, teaching materials and primary duties	Appropriate: (1) Scholarly Activity (lower achievement)	Appropriate: (3) Department + (1) any area (lower level)
2nd	Satisfactory: In all evaluations, teaching materials and primary duties	Satisfactory: (3) Scholarly Activities (lower achievement)	Satisfactory: (3) Department + (1) ERG* + (1) any area (lower level)
3rd	Effective: In all evaluations, teaching materials, student mentoring, curriculum updates and other primary duties	Highly Satisfactory: Scholarly Activities - (3) lower + (3) higher achievements	Highly Satisfactory: (3) Department + (1) ERG + (1) University + (1) any area, of which (1) from higher level
4th	Highly Effective: In all evaluations, teaching materials, student mentoring, curriculum updates and other primary duties	Effective: (3) high achievement Scholarly Activities + (1) low achievement Research Productivity	Effective: (3) Department + (1) ERG + (1) University + (2) any area, of which (2) from higher level
5th	Significant: In all evaluations, teaching materials, student mentoring, updates in curriculum, area of option and direction of the program; and other primary duties	Highly Effective: (2) high achievement Scholarly Activities + (3) Research Productivity, of which (2) low and (1) high achievement	Highly Effective: (3) Department + (1) ERG + (1) University + (1) Profession/Community + (1) any area, of which (3) from higher level
Promotion to Associate Professor and Tenure (Multi-Year Evaluation)	Superior: In all evaluations (average not cumulative), teaching materials, student mentoring, updates in curriculum, area of option and direction of the program; and other primary duties	Significant: (6) high achievement Scholarly Activities + (7) Research Productivity, of which (4) low and (3) high achievement; Or (5) high achievement Scholarly Activities + (5) Research Productivities, of which (1) high achievement + (1) highest achievement (B3)	Significant: (29) activities with at least one activity from each area and (1) Profession/Community, of which (6) must be from higher level

*ERG = Enrollment, Retention and Graduation.

For Tenure by Exceptionality and other promotions, as well as substitutes, see Table 2.

V. 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 activities for Teaching are aligned with the University Strategic Goal 1: Academic Excellence, Innovation and Student Transformation. Some of the Primary Duties address Strategic Goal 4: Strengthened Infrastructure. The annual requirements reflect the different degrees of meeting those goals.

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, and before the research/creative activities. The materials required to meet the performance standard for each section is listed below.

Table 4: 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

Table 5: 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	<ol style="list-style-type: none"> 1. Revised faculty work assignments for the evaluation period.* 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 exam/assignment for each different course taught during the evaluation period. All syllabi must be in the approved HLC format and include all required university, college, and department statements.* 5. Evidence of participation in required assessment activities.* 6. The following <u>may</u> also be submitted: <ol style="list-style-type: none"> a. Additional quizzes or exams. b. Handouts, study guides, or assignments. c. Graded or un-graded student assignments. d. Materials from tutoring or help sessions. e. Examples of student work f. Other materials.
b. Other teaching related activities	<ol style="list-style-type: none"> 1. Evidence of training students in research/creative activities. 2. Evidence of student mentoring. 3. Evidence of assisting with study groups/tutoring groups.
c. Curriculum development and revision	<ol style="list-style-type: none"> 1. Original instructional materials such as homework problems, novel/original learning aids, and new hands-on activities. 2. Updates to lecture material. 3. Evidence of efforts to develop new courses, update existing courses, or change a program's curriculum.
d. Professional development for teaching improvement	<ol style="list-style-type: none"> 1. Documentation of participation in professional development activities that contribute to course development and improvement of teaching, including online teaching certification.

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; required University statements; 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). 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 contain content as required by the University, HLC (Higher Learning Commission), ISBE (Illinois State Board of Education) and IBHE (Illinois Board of Higher Education). It will include items required by NASAD (National Association of Schools of Art and Design) and other 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 regards 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. 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. Out of scale of 1 as lowest and 5 as highest, the Performance Indicators are as follows:

Satisfactory	3.0
Effective	3.25
Highly Effective	3.5
Significant	4.0
Superior	4.25
Exceptional	4.75

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.

Satisfactory	3.0
Effective	3.25
Highly Effective	3.5
Significant	4.0
Superior	4.5
Exceptional	4.75

Peer/Chairperson Classroom Visitations

Each candidate for retention, promotion, tenure, or a PAI shall include the results of at least two recent classroom visitations by peers and one classroom visitation by the chairperson. Each visitor shall complete the “Faculty Classroom Observation and Evaluation Form” (see Addendum I) approved by the program. 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 Art and Design program’s bylaws. For online courses, access to the Moodle site must be granted to the chairperson and peer evaluators to facilitate the evaluation of the faculty member teaching the online course.

Curriculum Revision and Development

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

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. Documentation of participation must be provided for consideration. Professional development for teaching improvement i. Documentation of participation in activities that contribute to course development, improvement of teaching, Online Teaching Certification, etc.; ii. Materials demonstrating professional development (documented continuing education units literature reviews, organization development, seminars/workshops attended, etc.) iii. Materials demonstrating development of studio and design based skills from seminars/workshops, residencies, etc.; iv. Attendance at professional meetings and related conferences related to teaching, classes taken to update skills (e.g. computer technology, art studio equipment usage), work toward a related degree, etc..

Table 6: Primary Duty Materials to be Evaluated for Type B Categories

Types of B Activities	Materials to be Evaluated
1. Research Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Documentation of activities
2. Program Coordinator or Administrative Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Documentation of activities.
3. Academic Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty 3. Documentation of activities.
4. Assessment Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty with documentation. 3. Representative assessment reports. 4. Evidence of attendance at assessment meetings. 5. Any other additional documentation.
5. Advising Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty with documentation. 3. Summary of completed advisor surveys (where available). 4. Evidence of attendance at advising meetings. 5. Any other additional documentation.
6. Other Type of Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Documentation of activities.

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. If release time has been granted for research/creative activities, then a narrative summary of the research/creative activities performed must be included in this section even if details of the conduct and product of research/creative activities is reported in the research/creative activities 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 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.

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

Research and Creative Activity is critical to the success of the University and to the career advancement of individual faculty members. A record of all research/creative activities, supporting evidence, and summative narrative should be organized according to the categories listed on the following page. The list is not meant to be exhaustive, rather illustrative of the types of research/creative activities to be included in the portfolio.

The activities for Research/Creative Activities are aligned with the University Strategic Goal 1: Academic Excellence, Innovation and Student Transformation. The annual requirements reflect the different degrees of meeting those goals.

NASAD Handbook 2019-2020 states that "creative activity and achievement and exhibition must be regarded as being equivalent to scholarly efforts and publication in matters of appointment

and advancement when the institution has goals and objectives for the preparation of professional artists and designers." E.3a.(3)

Table 7: Classification of Research/Creative Activities (All activities must be discipline related)

	Lower Achievement	Higher Achievement
Scholarly Activities	<p>A1:</p> <ul style="list-style-type: none"> • Submit Internal Grant/Fellowship • Attend Conference/Workshop • Complete Literature Review • CSU Presentation, Performance, Exhibition, Publication • Establish Studio/Laboratory Space • Report Progress in Research/Creative Activities 	<p>A2:</p> <ul style="list-style-type: none"> • Receive Internal Grant/Fellowship/Award • Draft External Grant/Fellowship • Present at Non-Peer Reviewed Conference/Symposium • Demonstrate Significant Progress on Research (draft chapters, full revisions) • Publish Short Essay in Non-Peer Reviewed Book/Journal • Serve as Grant/Manuscript Reviewer • Edit Non-Peer Reviewed Publication • Non-Peer Reviewed Online Publication • Organize Local/Regional Conference/Symposium • Submit to Peer-Reviewed Exhibition • Exhibit/Perform at Non-Peer Reviewed Venue • Works discussed in Non-Peer Reviewed Publication • Non-Peer Reviewed Residency • Jury a Performance/Exhibition
Research Productivity	<p>B1:</p> <ul style="list-style-type: none"> • Submit External Grant/Fellowship • Receive Non-Peer Reviewed External Grant/Fellowship • Receive Competitive External Award • Present at Peer-Reviewed Conference/Symposium • Submit Peer-Reviewed Manuscript • Publish Short Essay in Peer-Reviewed Book/Journal • Publish Article in Non-Peer reviewed Book/Journal • Peer-Reviewed Online Publication • Organize National Conference/Symposium • Complete Article or Series of Work • Exhibit at Peer-Reviewed/Invited Regional Venue • Group Exhibit at Peer-Reviewed/Invited National Venue • Works discussed in Peer-Reviewed Publication 	<p>B2:</p> <ul style="list-style-type: none"> • Funded Peer-Reviewed External Grant/Fellowship • Published Article in Peer-Reviewed Book/Journal • Edit Peer-Reviewed Journal • Curate National Exhibition • Solo or Two-Person Exhibit at Peer-Reviewed/Invited Distinguished Institution/Venue • Limited-Multi Person Exhibit of Distinction at Peer-Reviewed/Invited Renowned Venue • Published /Performed Peer-Reviewed Electronic Media Work in a Renowned Venue • Design/Product National/International Distribution

	<ul style="list-style-type: none"> • Peer-Reviewed Residency • Completed Chapter in Book/ Monograph/ Exhibition Catalogue/Anthology • Grant Funded Teaching Artist Position • Curate Local/Regional Exhibition • Complete Design/Product Commission 	<p>Note: Not all required B2 activities can be fulfilled by successful grants; at least one activity must be in another B2 area for promotion and/or tenure.</p>
		<p>B3:</p> <ul style="list-style-type: none"> • Publish Peer-Reviewed Book/Monograph/ Exhibition Catalogue/Anthology • Solo Exhibition at a Distinguished Institution or Venue

Specific Details Regarding “B” Activities

- Publications of articles count as a B2 activity and books count as a B3 activity if they have been reviewed in a peer-reviewed competitive process and have either appeared or been accepted for publication.
- A competitive grant renewal would count as a B2 activity, whereas a non-competitive renewal would count as a B1 activity. This permits faculty with multi-year grants to count the successful grant in more than one year.
- All successful external peer-reviewed grant proposals count as a B2 activity regardless of the amount of the grant. All earmarks, gifts, and other non-competitive awards are not B2 activities. A successful peer-reviewed grant from another institution for which a CSU faculty member is listed as a co-PI on the grant counts as a B2 activity. If they are listed as a subcontractor, the grant is a B1 activity.
- In order for a “manuscript or grant in progress” to be counted again as a A2 activity in a subsequent year, the candidate must demonstrate that reasonable progress has been made on the manuscript or grant since it was last claimed as a A2 activity.
- For publications for which the candidate is not a primary/corresponding author or for grants for which the candidate is a co-PI, the activity may or may not be a B2 activity. The DPC will determine if such activities will count as a B2 activity on a case by case basis. In such cases the DPC will look carefully at the contribution of the candidate to the work in making their determination. It is the responsibility of the candidate to fully explain their role in the project so the DPC can make a well informed decision. In cases where the activities are carried out early in a candidate’s CSU career, it is important that the DPC make an early determination if such activities will count in the B2 category.
- A B1 activity can be the completion of a multi-year long-form creative/research project such as a scholarly book, novel, play, musical, feature-film or other long-form media project. These projects typically require many years of research time to complete. Faculty shall demonstrate the scope and long-form nature of the project to the DPC.

- A B3 activity represents the highest achievement in the research/creativity field, such as a book-length monograph, exhibition catalogue, anthology, which are peer-reviewed, as well as a solo exhibition in a distinguished institution, such as a museum or gallery of national merit. These are results of many years of work that sometimes represent the culmination of research/creativity that influence or shape of the course of the fields of studies.

Research/Creative Activities Materials to be Evaluated

Materials which may be submitted in the evaluation portfolio include the following but are not limited to:

- A narrative of research/scholarly/creative activity progress since the last evaluation.
- Representative samples of research/creative activity, grants, or manuscripts in progress.
- Book/performance/exhibition reviews.
- Copies of all successful short publications and abstracts.
- Cover page, table of content and first page of article /book that is published.
- Cover page, abstract, and grant award letters for all successful grants.
- Cover page, abstract and reviewer comments of unsuccessful grants.
- Conference proceedings which list the candidate’s presentations and /or contributions.
- Documentation of attendance at conferences, workshops, or other developmental activities, with a narrative explaining how the activity assisted in advancing their research/creative activities.
- Letter of invitation to serve as a reviewer for grants, books, monographs, or articles.
- Letter of invitation to serve as an adjudicator for performances or juror for exhibitions.
- Professional correspondence.

Relative Importance of Research/Creative Activities and Methods of Evaluation

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. Each faculty member is encouraged to consult with members of the DPC concerning their activities and the appropriate category to be used given the documentation presented.

For the fine arts, the National Office for Arts Accrediting Association states that “It is essential for faculty to place their work before professional communities and the public; however, those who make art may ‘publish’ in formats quite different from those who study art and its impact. Although each institution will create its own definitions for evaluative and other purposes, performance, presentation, or installation of works of art serve the same function for those who work in art as publication in article or book form serves for those who do work about art.” To limit historians to text, and artists to concrete work is archaic. Painters curate shows and write articles; historians make installations and films. Creative faculty must have the freedom to experiment in a variety of as yet unidentified media and disciplines.

Academic and performance-based faculty members are encouraged to become involved in a variety of scholarly and performance-based activities to enhance their abilities as instructors at the university level. Professional performance and related activities are encouraged, but when submitted for evaluation for a personnel action, they should be presented in a manner that clearly exemplifies how each activity relates to advancement of an academic profession.

All research and creative activities submitted in the portfolio must be clearly identified according to the five categories listed on the previous page: A1, A2, B1, B2, or B3. Activities in B1, B2, and B3 represent a higher level of research/creative activities achievement by clearly documenting the product of research/creative activities while activities in A1 and A2 are those scholarly activities necessary for and leading to scholarly productivity. The ranking of the categories of research/creative activities is $B3 > B2 > B1 > A2 > A1$. For the purposes of fulfilling the performance standard, extra activities in a higher category can be used to fulfill the performance requirements of a lower category.

University and renowned publishers will be recognized as more significant than popular publications and presses; published work as more significant than presented work; nearly completed research/creative activity is more significant than ongoing or newly originated research. For fine art exhibitions and performances, the relative significance of the venue will be determined by the DPC. Consideration will be given to the prestige of the conference, venue, institution or granting agency as well as the audience for whom the research-related or creative activity is presented.

In all categories, the quality, scope, and professional stature of the activity will be judged by the DPC and chairperson as to whether the performance 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 the quality of the activities. It shall be the responsibility of the candidate to clearly articulate how they meet the performance standard. In cases where the quantitative standard has not been met, a candidate can make an argument as to why their activities meet it qualitatively, and when demonstrated may be deemed acceptable.

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

Service activities are as important to the life of the University as other professionally related duties. As part of service, faculty members are encouraged to participate in campus cultural activities, athletic events, College meetings, Town Hall meetings, Commencement, and other related activities. Participation in these activities can be mentioned by chairpersons in faculty evaluations to demonstrate a candidate's dedication to the University, but these activities should not be included in the portfolio as service activities.

The activities for Service are aligned with the following University strategic plan - Goal 2: Student Enrollment, Retention and Graduation; Goal 3: University Culture, Climate and Accountability; Goal 6: Community Service, Urban Leadership and Economic Engagement. The annual requirements reflect the different degrees of meeting those goals.

A record of all service activities, supporting evidence, and summative description should be organized according to the five categories listed below. The list is not meant to be exhaustive, rather illustrative of the types of service activities to be included in the portfolio. 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 to 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

The candidate should submit a portfolio that includes documentation organized according to the following list of activities. The list below is not meant to be exhaustive but illustrative of the types of service activities which may be included. A Category 1 departmental service activity would be referred to as an “A1” service activity.

Table 8: Classification of Service Activities

<i>Service Group</i>	<i>Category 1 (lower level of effort)</i>	<i>Category 2 (higher level of effort)</i>
A. Service to the Department or Program	<p>Participation in department committees</p> <ul style="list-style-type: none"> ▪ Administrative functions as assigned by the chair or dean such as departmental webmaster, departmental newsletter editor, or departmental seminar coordinator ▪ Maintenance of departmental equipment ▪ Classroom observations of peers ▪ Mentoring faculty ▪ Lending professional skills or expertise to the department for the advancement of the departmental mission ▪ Participation in assessment reviews 	<ul style="list-style-type: none"> ▪ Chairing a department committee which met regularly and required effective planning and organization ▪ Serving as a recorder for departmental meetings ▪ Organizing departmental seminars ▪ Organizing 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
B. Service to Areas of Enrollment, Recruitment, Retention, and Graduation	<ul style="list-style-type: none"> ▪ Assistance with departmental promotional activities. ▪ Career counseling and internship supervision of students ▪ Participation in departmental recruitment/admission activities ▪ Formal involvement in the recruitment of students ▪ Service as advisor to a student club ▪ Preparing ERG documents or reports as assigned by the chair or program Coordinator 	<ul style="list-style-type: none"> ▪ 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 events which promote departmental/University ERG goals
C. Service to the College	<ul style="list-style-type: none"> ▪ Participation on College/University committees ▪ Faculty union service ▪ Speaker at College/University 	<ul style="list-style-type: none"> ▪ Chairing a University or College committee which met regularly and required effective planning and organization

and University	<ul style="list-style-type: none"> seminars ▪ Formally representing the University at external events ▪ Lending professional skills or expertise to the College/University in advancement of the College/University mission 	<ul style="list-style-type: none"> ▪ Service on a University or College committee which met regularly and required significant work of its members outside the meetings, such as accreditation committees and UPC ▪ Service on a University or College committee, which required authorship of significant documents. ▪ Serving as an official recorder for a College or University committee
D. Service to the Profession, Discipline, or Field	<ul style="list-style-type: none"> ▪ Participation in planning and implementing professional conferences or activities ▪ Assisting in the publication of professional newsletters ▪ Maintaining active membership in a professional organization through attendance at meetings or participation in public forums. ▪ Editing/reviewing journal articles and books not directly related to research/creative activities ▪ Invitation to review grants or manuscripts from a professional agency or journal ▪ Invitation to review creative works from a professional agency 	<ul style="list-style-type: none"> ▪ Holding offices in professional organizations ▪ Serving on boards, accreditation teams, committees, councils, task forces, or advisory boards of professional organizations ▪ Serving as a leader on a review panel
E. Service to the Community	<ul style="list-style-type: none"> ▪ Involvement in community activities which draw upon one's professional skills ▪ Professionally related volunteer work ▪ Volunteer work related to the University mission ▪ Professional speaking engagements in the community ▪ Donation of original art work 	<ul style="list-style-type: none"> ▪ Board membership in community agencies related to the individual's professional discipline or specialization ▪ Completing a major project with a community organization ▪ Completing a major community based project related to the University

All service activities in the five groups (A-E) above will be placed in a Category based on the effort required of that activity. Category 1 activities shall consist of activities that require time and effort commensurate with the reasonable expectation of the faculty member involved in the activity. Category 2 consists of service activities that require time and effort above and beyond that expected in the normal performance of a Category 1 activity in the same service group. For example, serving as a member of a committee (Category 1) requires a lower level of effort when compared to chairing the same committee (Category 2).

Service Activity Materials to be Evaluated

All service related activities must be clearly documented in the portfolio in any of the following ways:

1. Meeting Minutes with attendees listed
2. Letters of appreciation from committee chairs
3. Certificates of appreciation from institutional bodies

4. Flyers and announcements with the candidate's name listed
5. Copies of prepared documents (reports, proposals) with candidate's name listed

Relative Importance of Service Activities and Methods of Evaluation

While the nature and degree of service activities depend on many factors, some general principles can guide their evaluation. Service activities should be public, purposive and professionally related to one's academic training or university mission. Service should be uncompensated and voluntary (other than *honoraria* received as a result of certain professional activities). 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, the expectation of service to the larger community and within one's professional affiliation increases (rather than decreases) over time. As one becomes more engaged in one's profession, the quantity and quality of professional contacts should naturally increase. Service enhancing the reputation of the University is more significant than service to a unit of the University.

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

VIII. Evaluation of Unit A Research Faculty

Research Faculty are faculty hired as experienced, independent researchers who have qualifications comparable to those expected of tenurable ranks, but are not tenure track. The appointee is expected to make significant contributions to the research mission of the University, and they are appointed on a nontenurable basis based upon available grant funding. The chair/director and dean will evaluate the performance of Research Faculty annually. The timetable for portfolio submission will be published in the University evaluation timetable.

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

Performance Standards for Research Faculty

The performance standard for continued annual appointments is defined as "highly effective" for all activities in the appointment for the first three years. The details of the "highly effective" standards are described in this DAC (see Table 2). After three years, it is expected that research faculty will demonstrate performance at the "significant" level for research/creative activities in every year thereafter for continued annual appointments. The details of the "significant" standards for a one year evaluation period are described in this DAC.

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

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

IX. Evaluation of Unit A Clinical Faculty

Clinical Faculty are hired to supervise students in a clinical, experiential, or practicum setting, in addition to being engaged in teaching/primary duties, research/creative activities, and service depending on the nature of the appointment. Clinical Faculty qualifications shall be comparable to those expected of tenurable ranks and their promotion pathways parallel those of the tenurable ranks. They are eligible for annual reappointment and multiple-year appointments contingent upon, successful performance evaluations, program need and availability of funds. They are not, however, eligible for tenure.

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

Performance Standards for Clinical Faculty

For Reappointments (retention) Clinical Faculty must meet the standards stated in the *Contract* germane to their appointment. Reappointment standards for the first five years are identical to the retention standards for tenure-track faculty for this first five years. These standards are listed in Section IV of this document (see Table 1 & 2). Reappointment is subject to available funding.

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

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

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

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

X. Evaluation of Unit B Faculty (Part-Time and Full Time)

A. 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 by the chairperson.

B. Unit B DAC Preamble

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

C. Evaluation Portfolio

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

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

Table 9: Evaluation Criteria for Unit B Faculty (See Table 11 for the activities)

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.

D. 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.

Table 10: Teaching/Primary Duties Categories for Unit B Faculty

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

Table 11: Teaching Materials to be Evaluated for Type A Categories

A Activities	Materials to be Evaluated
a. Classroom performance	<ol style="list-style-type: none"> 1. Revised faculty work assignments for the evaluation period (if appropriate). 2. All peer and chair evaluations during the evaluation period. 3. Summary of student evaluations (with student comments) for each course evaluated during the review period. 4. The course syllabus, the final exam/project, and a representative exam/assignment for each different course taught during the evaluation period. All syllabi must be in the approved HLC format and include all required university, college, and department statements. 5. Evidence of participation in required assessment activities. 6. The following <u>may</u> also be submitted: <ol style="list-style-type: none"> a. Additional quizzes or exams. b. Handouts, study guides, or assignments. c. Graded or un-graded student assignments. d. Student work. e. Other materials.
b. Other teaching related activities	<ol style="list-style-type: none"> 1. Evidence of training students in research/creative activities. 2. Evidence of student mentoring
c. Curriculum development and revision	<ol style="list-style-type: none"> 1. Original instructional materials such as homework problems, novel/original learning aids, and new hands-on activities. 2. Updates to lecture material. 3. Evidence of efforts to develop new courses, update existing courses, or change a program's curriculum.
4. Professional development for teaching improvement	<ol style="list-style-type: none"> 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; required University statements; 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); and information about field trips (if appropriate). 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 contain content as required by the University, HLC, ISBE and IBHE. It will include items required for NASAD and other 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 regards 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. 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. Out of scale of 1 as lowest and 5 as highest, the Performance Indicators are as follows:

Satisfactory	3.0
Effective	3.25
Highly Effective	3.5
Significant	4.0
Superior	4.25

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.

Satisfactory	3.0
Effective	3.25
Highly Effective	3.5
Significant	4.0
Superior	4.5

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, fellowships, and other teaching related, educational experiences. Documentation of participation must be provided for consideration.

Table 12: Primary Duty Materials to be Evaluated for Type B Categories

Types of B Activities	Materials to be Evaluated
Research Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Documentation of activities.
Program Coordinator or Administrative Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Documentation of activities.
Academic Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Documentation of activities.
Assessment Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Representative assessment reports. 4. Evidence of attendance at assessment meetings. 5. Any other additional documentation.
7. Advising Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation.

	<ol style="list-style-type: none"> 2. Synopsis of activities related to the primary duty with documentation. 3. Summary of completed advisor surveys (where available). 4. Evidence of attendance at advising meetings. 5. Any other additional documentation.
6. Other Type of Release Time	<ol style="list-style-type: none"> 1. Letter of evaluation. 2. Synopsis of activities related to the primary duty. 3. Documentation of activities.

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.

E. Research/Creative Activities

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.

F. Service Activities

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.

- 5. Rate the class assignment you observed students working on _____
- 6. Instructor's teaching skills _____
- 7. Class participation _____
- 8. Professional and educational standards are met _____
- 9. Written comment: (required): attach separately _____

Final Evaluation Rating (average of above):	Exceptional 4.75	Superior 4.5	Significant 4.0
	Highly Effective 3.75	Effective 3.5	Satisfactory 3.0
		Unsatisfactory <3.0	

Addendum B

Distance Education Policy Department of Art & Design

The policy below outlines the distance education policy for the Department of Art and Design. General definitions and other information can be found in the *2018 – 2022 Contract* “Appendix G: Distance Education.”

A. Currently approved Department courses to be offered as

Hybrid

ART 1100: Introduction to Visual Arts
ART/MUS 2050: Introduction to Sound Art
ART 2101: Ancient through Medieval Art
ART 2102: Renaissance-Baroque Art
ART 2103: Modern Art
ART 2100: Introduction to Non-Western Art
ART 2150: Survey of Women Art

Online

ART 1100: Introduction to Visual Arts
ART/MUS 2050: Introduction to Sound Art
ART 2101: Ancient through Medieval Art
ART 2102: Renaissance-Baroque Art
ART 2103: Modern Art
ART 2100: Introduction to Non-Western Art
ART 2120: History of Photography
ART 2150: Survey of Women Art
ART 3100: Introduction to Art Criticism

- B. The maximum number of distance education courses offered by Chicago State University (CSU) and/or transferred to CSU that a student may apply towards a degree. Undergraduate students may apply no more than 39% of the 120 total credit hours (47 credit hours) towards a baccalaureate degree. This includes all distance education courses offered by CSU.

- C. The number of distance education courses a faculty member may teach per term.
Faculty members assigned to distance learning courses may teach no more than the equivalent of 12 CUEs per term.
- D. Criteria follows for approval process of new online/hybrid courses and curriculum. *It is strongly suggested that faculty members have completed the CSU Online Certification Training before proposing online/hybrid course additions and/or changes.*
- a. The faculty member will submit a formal new course addition proposal or, in case of an existing course, a course change proposal to the program curriculum committee. It must be identified as to whether the course will be offered as a hybrid or an online course.
 - b. Approval for the course addition or change will move forward as per any curriculum action with the addition that it will be reviewed by DEC (Distance Education Committee).
- E. Method for evaluating hybrid and online courses.
- a. 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.
 - b. The instructor will make course material available for peer and chairperson evaluations as per every other course evaluation.
 - c. The instructor will follow evaluation requirements as specified by DEC.
- F. Process for selecting faculty to teach hybrid or online courses.
- a. The faculty member must have successfully completed the CSU Online Certification Training (OCT) facilitated by CTRE.
 - b. The faculty member will submit a formal letter of interest to the Chairperson and relevant Program Coordinator to teach the formally approved hybrid or online course.
 - c. Course assignment will be based on program need, course load, and then seniority.
- G. Considerations of online instruction for retention, promotion, PAI, and tenure award processes.
- a. 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.
 - b. Faculty assigned to distance education courses shall have the same profile (expertise, experience, rank) as the faculty assigned to traditional campus courses.
 - c. 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.

- H. Process for assisting faculty members teaching internet courses to be adequately prepared to teach and prepare required course materials.
 - a. 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.
 - b. CTRE is expected to provide timely assistance and support to faculty members teaching online courses.
 - c. 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.
- I. Methodology to evaluate the effectiveness of the distance learning offerings.
 - a. Each faculty member assigned to a distance education course may provide an end-of-course feedback survey to assess the effectiveness of online instruction. This evaluation is in addition to the online student evaluations; though the faculty member may add to the online student evaluation.
 - b. The survey shall be made available and announced to students no later than one week prior to the end of the semester.
 - c. It is the faculty member's responsibility to provide access of course material as needed for peer and chairperson evaluations of the effectiveness of the course and faculty member's teaching.
- J. Procedure that ensures adequate advisement for students registering for internet courses.
 - a. Department academic advisors will counsel students on the specifics of distance education prior to authorizing enrollment in an online/hybrid course and provide students with policies of application of distance education courses toward the degree.
 - b. Each faculty member assigned to a distance education course may provide students enrolled in the course with a link to complete the SmartMeasure Online Readiness Assessment (<http://csu.readi.info/>) within the first week of the semester. SmartMeasure assists students in determining the degree to which distance learning will be a good fit for various learning styles, technological knowledge acquisition, computer literacy, and/or competing personal responsibilities. Students will not be penalized for results of the initial assessment. Students should be provided with resources to assist them with identified deficiencies should they determine to continue enrollment in the course.
- K. Process for making recommendation for change and improvement to internet courses and the supporting infrastructure.

- a. The department and CTRE (as required and appropriate) will review all institutional course evaluation results for online/hybrid courses and make recommendations for improvement of identified deficiencies.
- b. Course instructional design and material revisions and updates will be planned and methodically implemented by the faculty member assigned to the distance education course with the support of CTRE.

February 16, 2021