FCPA P&T Departmental Guidelines
Spring 2025

The Promotion and Tenure (P&T) portfolio for the Department of Film, Communication, and Performing Arts (FCPA) documents a candidate's achievements in three major areas: (1) Teaching, (2) Service, and (3) Scholarship/Professional Development, as well as a Student Success Overlay.

Candidates should indicate within their cover letters the activities for which they seek credit and clearly explain how their performance in each category Meets Expectations, Exceeds Expectations, or is Exemplary.

For all evidentiary categories for which a range of point awards would be possible, awards may be made in half-point increments.

SUPERIOR TEACHING

1. Student Evaluations (required)

Numbers and comments must reflect a general pattern of competence (meets expectations) or excellence (exceeds expectations). The expectation is for the candidate to show a generally competent or increasing trend each semester, ranging numerically between 4.0-5.0 (80-100%). Anomalies must be explained by the candidate. In cases where a candidate's courses have unusual enrollment numbers—either very small or very large—that might affect a candidate's overall statistical averages, the candidate should call attention to these enrollment anomalies. Candidates with an overall numerical average below 3.75 (75%) should explain any anomalies that may have resulted in this below-average percentage.

*Evidence from faculty evaluation by students *(Select only one of the following two line items for a maximum of 2 points.)*	Points 1 to 2
80% of current rating scale average score on SEIs across the academic year (4.00 out of 5)	1
90% of current rating scale average score on SEIs across the academic year (4.5 out of 5)	2

2. Peer and Mentor Evaluations (required)

At least one peer or mentor evaluation each year is strongly encouraged.

For Assistant Professors applying for pre-tenure review, a minimum of two (2) peer or mentor evaluations of teaching should be conducted during the period under review. The candidate's assigned faculty mentor would ideally be one of the evaluators. The mentor must also review and approve the pre-tenure portfolio two weeks before it is submitted to the FCPA Promotion and Tenure Committee. Both the candidate and mentor complete the **FCPA Mentor-Mentee Comments Form** (appended to this document), and the candidate includes the signed form with the pre-tenure portfolio.

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For tenure and/or promotion to Associate Professor, a minimum of three (3) peer or mentor evaluations of teaching must be conducted during the period under review for Assistant or Associate Professors applying for tenure and/or promotion. Also, the candidate's assigned faculty mentor must review and approve the tenure portfolio and complete the **FCPA Mentor-Mentee Comments Form** before the portfolio can be submitted to the FCPA Promotion and Tenure Committee.

For post-tenure review, tenured Associate Professors and Professors must include at least one (1) peer or mentor evaluation every five years.

In no case is it sufficient simply to "recommend" that the faculty member is a "good" teacher or to provide observational data without analysis. Instead, each evaluation must be reported at length, including both praise and critique/constructive criticism in each of the following categories, as applicable:

- Preparedness
- Organization
- Supplementary Materials (e.g., handouts, online study materials, etc.)
- Platform Skills (e.g., projection, diction, style, delivery, etc.)
- Media (e.g., PowerPoint, audio clips, video clips, etc.)
- Time Management
- Student Engagement
- Syllabi (e.g., posted online, detailed, etc.)
- Additional Comments

*Evidence from peer and mentor evaluations	Points
*Classroom observation by peer or mentor for assessment of pedagogy	1 to 2
*Additional course evaluations (e.g., student evaluations beyond required, other teaching observations besides peer or mentor, etc.)	0 to 1

Additional Evidentiary Sources for Teaching Effectiveness	Points 0 to 1
*New course development. This may include developing and teaching a course that is "new to you."	
*Major revision to existing course(s) (e.g., new textbook, new modality, etc.) Examples of revision may include but are not limited to flipping a class, converting a traditional lecture course to online, adding a significant community-based learning component to a course, or redesigning a course to improve learning outcomes and eliminating opportunity gaps.	
*Contribution to curriculum development (as determined by departmental standards)	
*Direction of individual student research, student artistic production, or internship. Faculty members may receive credit for students not officially registered for an internship/research course but who are participating as part of the research or performance/production team.	
*Design and/or implementation of community engagement course or academic community engagement activity	
Special recognition for teaching accomplishments (nomination earns half credit)	

*Delivering lecture(s) in another class (on or off campus)	
*Evaluation of curricular design and/or course at the class-level or program-level	
*Coordinator of large core class sections	
*Minor course revision (e.g., new assignments, updated exams, enhancing or updating content, etc.)	
**Use of established learning methodologies to improve student performance (e.g., repeated quizzing, distributed practice, elaborative interrogation, etc.)	
**Application of technology to teaching. This includes, but is not limited to, adding new modalities of access to course such as streaming lectures or podcasts, or use of tools such as software packages that enhance classroom outcomes or career preparation for students.	
Teaching in cross-disciplinary program (e.g., Honors courses, team teaching, etc.)	
Program implementation in K-12 schools	
*Teaching of courses in the Core (e.g., larger grading load, higher head count, eCore, etc.)	
**Inclusion of graded activities demonstrating active learning from students (rather than quizzes/exams) on the syllabus	
**Significant pedagogical activities accomplished in support of diversity, equity, and inclusion as described by the Handbook. (e.g., use of pedagogical approaches that increase a sense of belonging and recognize the identities and aspirations for diverse, historically underserved, and/or underrepresented students)	
*Demonstrate clear articulation of course activities with learning outcomes	
*Demonstrate regular and appropriate assessments that align with the learning outcomes	
*Participation in the experience and/or activities of Honors Program students or Study Abroad programs	
*Partner with international institutions or organizations for Teaching	
*Teaching courses in addition to initially contracted faculty workload (e.g., overload, independent study, additional courses, etc.)	
Attaining or recertifying Graduate Faculty status	
*Participation in one graduate or undergraduate Capstone Project or Thesis committee. Serving as Chair for a Project counts as 2 projects.	
*Additional course content reviews such as test review sessions out of regularly scheduled class time	
*Completion of workshop and/or professional development training focused on instructional innovation or improvement of teaching	
*Other teaching activities. *For an activity to count in this category, it must be explained by the faculty member and approved by the Department Chair.*	

* Examples of Student Success Overlay teaching activities (27 possible line items)

OUTSTANDING SERVICE

1. Committee Service (required)

Committee service is required, though service across all levels of department, college,

university, and/or system is not mandatory. Generally, candidates are expected to participate on **three (3) substantial committees for promotion to Associate and tenure, four (4) for promotion to Professor, and three (3) for post-tenure review**; since committee workloads vary greatly, however, this suggested minimum might warrant variation in number of committees. Candidates must therefore demonstrate their outstanding level of service across all committees through proper and precise documentation. Thorough documentation of the duties performed for each committee must be included in the candidate's cover letter and corresponding evidentiary matter. Such evidence might include, as applicable: chair summaries of committee/individual workload and number of meetings; meeting agendas that prove the candidate's role/work; representative emails that prove the candidate's role/work; documents created by the committee or especially by the candidate; etc. Each representative document should be judiciously selected to best prove the candidate's role and work performed for that committee.

Committee Service (Required)	1 to 3

Additional Evidentiary Sources for Service	Points 0 to 1
*Service as an active mentor to full-time and/or part-time faculty	
*Mentoring of students: can include participation in short-term or one-time mentoring activities for current students, or longer mentoring activities; shorter activities could include participation in organized departmental activities (e.g., Creative Career Fairs, limited meetings with students about academic and professional goals, etc.). *This evidentiary source cannot also be counted in Teaching simultaneously.*	
*Writing recommendation letters	
*Academic advisement of students	
*Advising or mentoring of prospective students, alumni, or junior professionals (outside of the institution) for professional and academic purposes	
**Contribution to program development (e.g., involvement in a new program proposal, development of new course proposals for a new program, etc.) *These activities cannot also be counted as curriculum development under Teaching.*	
*Development or significant revision of advisement or mentoring materials for the department	
**Participation in student organization events or campus activities (including open house and orientations, convocations, attending the CSU Academic Conference, organizing department research presentations, recruitment activities, Tutoring Blitz, speaker for student organization, working with a graduate student as a teaching assistant, advisor for student organizations, etc.).	
Management of academic unit-, school-, college-, or university-wide budgets	
Coordination of academic unit-, school-, college-, or university-wide programs	
**Coordinating (assessment, data compilation, report writing, etc.) for system or regional accreditation program for one academic year	
Participation in *discipline-related* community outreach events that enhance CSU's	

image in the community. Ongoing service on a board or in a leadership capacity for a *discipline-related* community organization counts as two points.	
*Recruitment	
***Significant activities accomplished in support of diversity, equity, and inclusion as described by the Handbook. (e.g., activities that increase a sense of belonging and recognize the identities and aspirations for diverse, historically underserved, and/or underrepresented students)	
Special recognition for service accomplishments (nomination earns half credit)	
***Collaboration with professional advisors	
*Partner with international institutions or organizations for Service. *This evidentiary source cannot be claimed under Teaching simultaneously.*	
*Fundraising. *This evidentiary source cannot be claimed under Professional Development (e.g., Grants, etc.) simultaneously.*	
*Other service activities. *For an activity to count in this category, it must be explained by the faculty member and approved by the Department Chair.*	

*Examples of Student Success Overlay service activities (15 possible line items)

Candidates must document the quality of their Service contributions by maintaining and presenting clear and complete records.

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

1. Publication/Artistic Performance and/or Creation (required)

The candidate must submit the production/publication credit as required on the Arts and Sciences list appropriate to the level of review: **two (2) for promotion to Associate Professor and/or tenure, three (3) for promotion to Professor and one (1) for post-tenure**. The candidate must prove the quality and contribution to the discipline.

*Publications, Artistic Performances, and/or Creative Activities as outlined in the FCPA Departmental Guidelines on the Departmental Website	**1 to 3**

2. Professional Development (required)

*Participation in professional development training related to teaching effectiveness and/or one's discipline, scholarship, and/or creative activities.	**1 to 2**
*Participation in *significant* professional development training related to teaching effectiveness and/or one's discipline, scholarship, and/or creative activities.	**0 to 1**
*Presentations of poster/oral paper before learned societies, professional organizations, or public/private institutions. *This category includes refereed, invited, and other professional presentations; discipline-related presentations for community organizations, etc. qualify under Service.*	**0 to 3**
Consulting or other applications of professional expertise (e.g., adjudication, leading workshops or trainings, extensive peer review, master classes, etc.)	**0 to 3**

Additional Evidentiary Sources for Professional Development	Points 0 to 1
Membership in professional societies (serving as an officer qualifies for higher points)	
Receipt of new external grants, fellowships, or contracts	
Development of new external grant proposals, contracts, or fellowship applications	
Receipt of new internal grants, fellowships, or contracts	
Development of new internal grant proposals, contracts, or fellowship applications	
Professional licenses, certifications, or other continuing education credentials/credits	
*Research with undergraduate or graduate students. *This category is different from capstone or other Teaching research.*	
*Special recognition for research, scholarship, or other creative activities (nomination earns half credit)	
*Research activities (e.g., archival research, literature review, festival attendance, non-professional conferences, works in progress, etc.)	
Professional peer-reviewing activities for journals, books, grants, and/or conferences	
Development of professional applications of technology	
*Significant scholarship and/or creative activities in support of diversity, equity, and inclusion as described by the Handbook. (e.g., activities that increase a sense of belonging and recognize the identities and aspirations for diverse, historically underserved, and/or underrepresented students)	
*Presentation to professional organizations with students	
*Publications with students	
*Grant or contract development with and/or for students	
*Grant or contract execution with and/or for students	
*Other activities identified by the lowest academic unit that establishes Promotion and Tenure criteria. *For an activity to count in this category, it must be explained by the faculty member and approved by the Department Chair.*	

*Examples of Student Success Overlay scholarship/professional development activities (13 possible)

MINIMUM POINTS REQUIRED FOR PROMOTION, TENURE, AND/OR REVIEW

Summary table of minimum points required for each level of achievement

	Teaching	Service	Student Success Overlay	Scholarship/Prof. Development	
				Professional Development	Scholarship/ Creative Activities
Meets	6	6	6	5	1
Exceeds	9	9	9	7	2
Exemplary	12	12	12	9	3

Teaching, Service, Student Success, and the combined category Scholarship/Professional Development:

- To Meet Expectations, a candidate must earn 6 points.
- To Exceed Expectations, a candidate must earn 9 points.
- For Exemplary, a candidate must earn 12 points.

Scholarship/Creative Activities
(These points combine with the points earned under Professional Development for a total Scholarship/Professional Development score.)

- To Meet Expectations, a candidate must earn 1 point for:
  - Minimum 2 publication/creative activity credits for promotion to associate.
  - Minimum 3 publication/creative activity credits for promotion to full.
  - Minimum 1 publication/creative activity credits for post-tenure review.
- To Exceed Expectations, a candidate must earn 2 points.
- For Exemplary, a candidate must earn 3 points.

MINIMUM EXPECTATIONS AT EACH LEVEL OF REVIEW

For **promotion to Associate Professor and Tenure** in the FCPA Department, the candidate must achieve **Exceeds Expectations or Exemplary in two categories** of Teaching, Service, and the combined category of Scholarship/Professional Development. In addition, candidates must **Meet Expectations** for the Student Success Overlay.

For **promotion to Professor** in the FCPA Department, the candidate must achieve **Exceeds Expectations or Exemplary in three categories** of Teaching, Service, and the combined category of Scholarship/Professional Development, while demonstrating continued growth beyond the requirements for tenure. In addition, candidates must **Meet Expectations** for the Student Success Overlay.

For **post-tenure review**, the candidate must Meet Expectations in all required activities and must **Exceed Expectations in one category** in Teaching, Service, and the combined category of Scholarship/Professional Development for each post-tenure review. In addition, candidates must **Meet Expectations** for the Student Success Overlay.

Responsibilities and Timelines in the Promotion and Tenure Process

The FCPA promotion and tenure process involves five stages:

1. Preparation by the faculty member of the portfolio for Promotion and/or Tenure
2. Review at the faculty mentor level
   a. Faculty under review should meet with their appointed faculty mentor to discuss portfolio progress at least one month before the portfolio is due at the Department Level. Both mentor and mentee must document portfolio progress on the **FCPA Mentor-Mentee Comments Form** (see next page) upon this initial review.
   b. Faculty under review must meet again with their appointed faculty mentor to review and evaluate the completed portfolio at least two weeks before the portfolio is due at the Department Level. Both mentor and mentee must document portfolio completion on the **FCPA Mentor-Mentee Comments Form, which must be submitted with the completed portfolio**.
   c. It is the responsibility of the candidate's mentor to meet with the candidate and examine the portfolio by the assigned deadlines. If the mentor does not or cannot follow through, the candidate must notify the department chair, who shall investigate and ensure that the candidate receives appropriate portfolio feedback before the due date.
3. Review at the Department Level (Department Head/Associate Dean and Departmental Review Committee, if one exists)
4. Review at the School/College Level (School Promotion and Tenure Review Committee & Dean of the School)
5. Review at the University Level (University Promotion and Tenure Review Committee, if needed, Provost, and President)

FCPA MENTOR-MENTEE COMMENTS FORM

In accordance with the Promotion and Tenure guidelines for the Department of Film, Communication, and Performing Arts, we acknowledge that we have met regarding this portfolio on at least two occasions: first, to discuss progress on the portfolio, and finally to review the completed portfolio together.

Mentor Comments for First Meeting (below or see attached document):

I have read the above comments: _____   _____
Mentee initials   Date

Mentee Comments for First Meeting (below or see attached document):

I have read the above comments: _____   _____
Mentor initials   Date

Mentor Comments for Final Meeting (below or see attached document):

I have read the above comments: _____   _____
Mentee initials   Date

Mentee Comments for Final Meeting (below or see attached document):

I have read the above comments: _____   _____
Mentor initials   Date

_____   _____
Mentor signature upon submission of form   Date

_____   _____
Mentee signature upon submission of form   Date