Chicago State University
Departmental Application of Criteria

Effective FALL 2024:

Reflecting 2022 – 2026 Contract

College of Arts and Sciences,

Department of Music

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. 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 CSU strategic goals is aligned with a specific public agenda goal or CSU strategic issue which supports the fulfillment of the University mission.

C. Conditions for Employment

All Unit A faculty members must complete the State of Illinois ethics training annually and are required to have oral English proficiency as mandated by Illinois statute. Unit A teaching faculty are required to attend all department meetings. Where applicable, membership in a professional organization or professional licensure may also be required as a condition of employment at CSU.

D. Degree Requirements

The following are considered terminal degrees in the Department of Music for music history, music theory, music composition, ethnomusicology, and music education (all degrees must be earned at an accredited institution):

> Ph.D., D.M.A., D.Mus., Ed.D. or equivalent

The following are considered terminal degrees in the Department of Music for music performance (all degrees and hours must be earned at an accredited institution):

> M.M., M.F.A., M.M.E., M.S., M.A. or equivalent plus 30 semester hours beyond the degree in graduate study, in an appropriate field of study (graduate-level credit hours)

E. University Evaluation Criteria

In accordance with the University Evaluation Criteria that took effect beginning with the 2022 academic year, the degree of effectiveness of performance of each faculty member being considered for retention, promotion, or tenure will be evaluated in the areas of teaching/performance of primary duties, research/creative activity, and service. Teaching/performance of primary duties will be considered the most important of the three areas of evaluation; however, each faculty member must meet the required level of performance in all three areas to be recommended for the personnel action for which he/she is being reviewed.

II. The Departmental Application of Criteria (DAC)

A. DAC Preamble

The purpose of this document is to provide criteria to evaluate employee performance in three areas: teaching, research/creative activity, 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 the Music DAC

This DAC is for the Department of Music in the College of Arts and Sciences. Faculty members whose research/creative activities are interdisciplinary by nature may request to use DAC criteria from another department under consultation with the Music Departmental Personnel Committee (DPC).

C. Evaluation Portfolio

The evaluation portfolio is a collection of documentation submitted by the faculty member to substantiate performance in accordance with the DAC. Each portfolio will include a copy of the current Departmental Application of Criteria, a curriculum vitae, 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 for required materials included in the portfolio for retention, tenure, promotion, post-tenure review, and PAI.

1. Only include materials <u>within the evaluation period</u>, as stipulated in the *Contract*.

2. A letter of intent is the first item in the portfolio. It should clearly identify the purpose of the submission (i.e., Fourth-Year Retention, PAI) and should state if the faculty member is to be evaluated on a higher standard, such as promotion or tenure by exception. Preceding each area of evaluation (Teaching/Primary Duties, Research/Creative Activity, Service) is a summary or outline of supporting materials in the evaluation.

3. A table of contents is required for hard copy portfolios.

4. The candidate should use the same headings and language found in the DAC for the three categories. There are divisions between each section of the portfolio.

5. The submission and review of portfolios are governed by a process set forth in the *Contract*. They must be submitted by the requisite deadlines and, once submitted, material may not be added or removed by the faculty in personnel action unless requested by the evaluators.

6. Submitted material shall not include personal information such as a social security number.

7. Portfolios submitted for retention, tenure, post-tenure review, promotion and/or PAI, must include a summary of yearly faculty development activities. This summary may include activities that contribute to the areas of teaching/primary duties, research/creative activity, and/or service.

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 of the DPC shall be tenured faculty members as well as tenure-track faculty members in their third probationary year and higher. If the Department of Music becomes a Music Program within a larger unified department, the Music Program will have a Personnel Committee consisting solely of tenure and tenure-track Music faculty members for the purpose of evaluation of retention, tenure, promotion, and PAI of Music faculty.

The DPC shall consist of a minimum of three voting members per consideration/recommendation. If there are not three voting members in the Music DPC, additional members outside the Department of Music from closely-related fields shall be selected by the DPC. The Music DPC voting membership shall be comprised of at least two-thirds Music Dept. faculty.

If there are fewer than three voting members for a candidate, at the first DPC meeting of the academic year, the DPC shall select additional committee membership.

IV. Evaluation Criteria for Unit A Faculty

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

The Minimum Performance Requirements for Unit A faculty in each of the three areas of evaluation is shown in the table below for each personnel action. These Performance Requirements are as designated in the current *Contract* in Article 19.3.b.2. For a summary of the criteria for each Performance

Requirement (Appropriate, Satisfactory, Exemplary, etc.), please see the expanded table on the following page.

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

Notes for the table on the following pages:

1. Activity is defined as a unique function occurring within the evaluation period. ~~For instance, maintaining an instrument room counts as one activity, even though there may be multiple instrument rooms. However, in multiple-year evaluations, instrument room maintenance can be counted once for each year that it was performed.~~ With permission of the DPC, multiple-year activities may be given additional credits.

2. Activities in the table are organized on a hierarchy of value labeled as A or B and are coupled with numbers to identify a specific classification of activity to be evaluated.

3. Materials in a higher category can be used as substitutes for lower requirements (where applicable and appropriate, in consultation with the DPC) but shall not diminish the quantity required.

4. "(2) A1" indicates 2 A1 activities are required during the evaluation period. "(3) A2/B1" indicates that any combination of A2 plus B1 activities totaling three is require

5. B2a, b c, d, f, i and l and B3a-d, f category research/creative activities are considered a major/significant contribution.

6. Two major/significant contributions are required for tenure or promotion. One major/significant contribution is required every three years of evaluation for tenured faculty members. Two additional major/significant contributions are required for promotion to full professor, and two additional major/significant contributions are required for PAI.

** Faculty members currently in years 1 – 5 probationary retention need only one major accomplishment for tenure: this applies only for the 2022-2026 Contract.

Personnel Action	Teaching/Primary Duties	Research/Creative Activity	Service
First Year Retention	Satisfactory rating for A.a plus (1) additional A activity plus (1) B activity (if applicable)	Appropriate rating (1) A1	Appropriate rating (1) A1, **plus** (1) additional B1, C1, or D1
Second Year Retention	Satisfactory rating for A.a plus (1) additional A activity plus (1) B activity (if applicable)	Satisfactory rating (3) A1	Satisfactory rating (2) A1, **plus** (1) B1, **plus** (1) additional A1, B1, C1, or D1.
Third Year Retention	Effective rating for A.a plus (2) additional A activities plus (2) B activities (if applicable)	Highly satisfactory rating (3) A1, **plus** (2) A2/B1 If the candidate has no Category B2/B3 research at this point (from beginning their position a CSU until submission of portfolio for 3rd year retention) a letter from the DPC confirming that a meeting has occurred between the faculty member, a subset of the DPC, and the department chair. The purpose of this meeting will be to collaborate to develop a plan for obtaining the level of research required for tenure.	Highly satisfactory rating (2) A1, **plus** (2) B1, **plus** (2) additional A1, B1, C1, or D1, **plus** (1) A2, B2, C2, or D2.
Fourth Year Retention	Highly effective rating for A.a plus (3) additional A activities plus (2) B activities (if applicable)	Effective rating (3) A2/B1, **plus** (1) B1	Effective rating (2) A1, **plus** (2) B1, **plus** (2) additional A1, B1, C1, or D1, **plus** (1) A2, B2, C2, or D2
Fifth Year Retention	Significant rating for A.a plus (4) additional A activities plus (2) B activities (if applicable)	Highly effective rating (2) A2/B1, **plus** (1) B2	Highly effective rating (2) A1, **plus** (2) additional A1, B1, C1, or D1, **plus** (2) A2, B2, C2, or D2

Tenure	Superior rating for A.a plus (9) additional A activities plus (6) B activities (if applicable)	Significant rating (7) A2/B1, **plus** (3) B1, **plus** (2) B2/B3, specifically B2a, b c, d, f, i and l and B3a-d, f	Significant rating (10) A1, **plus** (17) additional activities within in at least 2 of the 3 groups B1, C1, and D1, **plus** (4) A2, B2, C2, or D2
Promotion/PAI	**Teaching/Primary Duties**	**Research/Creative Activity**	**Service**
Promotion to Assistant Professor	Highly effective rating for A.a plus (3) additional A activities plus (2) B activities (if applicable)	Satisfactory rating (4) A1/B2, **plus** (2) B1, **plus** (2) B2/B3	Satisfactory rating (4) A1, **plus** (2) A1, B1, C1, or D1
Promotion to Associate Professor	Superior rating for A.a plus (9) additional A activities plus (6) B activities (if applicable)	Significant rating (7) A2/B1, **plus** (3) B1, **plus** (2) B2/B3, specifically B2a, b c, d, f, i and l and B3a-d, f	Significant rating (10) A1, **plus** (17) additional activities within at least 2 of the 3 groups B, C, and D, **plus** (4) A2, B2, C2, or D2
Promotion to Professor	Superior rating for A.a plus (11) additional A activities plus (8) B activities (if applicable)	Superior rating (8) A2/B1, **plus** (4) B1, **plus** (2) B2/B3 specifically B2a, c, d, f, i and l and B3a-d, f	Superior rating (10) A1, **plus** (20) additional activities within at least 2 of the 3 groups B, C, and D, **plus** (7) A2, B2, C2, D2
PAI	Superior rating for A.a plus (11) additional A activities plus (8) B activities (if applicable)	Significant or Superior rating (see above to mirror either Promotion to Associate Prof. or Promotion to Professor)	Significant or Superior rating (see above to mirror either Promotion to Associate Prof. or Promotion to Professor)
Post Tenure Review	**Teaching/Primary Duties**	**Research/Creative Activity**	**Service**
Adequate	Effective rating for A.a, **plus** (1) additional A activity, **plus** (1) additional B activity (if applicable)	(2) A1, **plus** (1) B1/A2 and in three years, one B2/B3, specifically B2a, c, d, f, i and l and B3a-d, f	(1) A1/A2, **OR** (1) B1
Exemplary	Superior rating for A.a plus (4) additional A activities plus (2) additional B activities (if applicable)	(2) B1/A2, **plus** (1) B2, **OR** (2) B3, specifically B2a, c, d, f, i and l and B3a-d, f in three years	(1) A1/A2, **plus** (1) B1, **plus** (1) C1/D1, **plus** 2 Additional A1, B1, C1, or D1
Tenure/Promotion by Exceptionality	**Teaching/Primary Duties**	**Research/Creative Act.**	**Service**

Tenure, Exceptionality *one of the three areas may be as stipulated for normal tenure*, two must be from the following:	Superior Rating for A.a plus (15) additional A activities plus (9) B activities (if applicable)	(10) A2/B1 **plus** (5) B1 **plus** (2) B2 and/or B3	(15) A1 **plus** (23) additional activities within in at least 2 of the 3 groups B, C, and D, **plus** (7) A2, B2, C2, or D2
Promotion to Associate Prof., Exceptionality *one of the three areas may be as stipulated for normal promotion*, two must be from the following:	Superior rating for A.a plus (14) additional A activities plus (9) B activities (if applicable)	(12) A2/B1 **plus** (5) B1 **plus** (2) B2, **and/or B3**	(16) A1 **plus** (25) additional activities in at least 2 of the 3 groups B, C, and D, **plus** (7) A2, B2, C2, or D2
Promotion to Professor, Exceptionality *one of the three areas may be as stipulated for normal promotion*, two must be from the following:	Superior rating for A.a plus (17) additional A activities plus (13) B activities (if applicable)	(14) A2/B1 **plus** (6) B1 **plus** (2) B2 and/or B3	(17) A1 **plus** (27) additional activities in at least 2 of the 3 groupsB1, C1, and D1, **plus** (12) A2, B2, C2, D2

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

A record of all teaching and teaching-related activities, supporting evidence, and a listing of workloads (courses and primary duties) by semester is required. Evidence shall include how the candidate meets the established criteria, how (when applicable) assessment results have led to changes in courses, and how faculty-developed activities and initiatives 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 the faculty workload listing (by semester). Because each of these aspects is 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 follows immediately after, and before the research/creative activities. The materials required to meet the performance standard for each section are listed below.

V. TEACHING/PRIMARY DUTIES CATEGORIES	
A. TEACHING	B. PRIMARY DUTIES

a. Classroom performance	a. Primary duty performance
b. Other teaching-related duties	b. Other primary duty related activities
c. Curriculum development and revision	c. Program development and enhancement
d. Professional development related to teaching	d. Professional development related to primary duty

Teaching Materials to be Evaluated for Type A Categories

A Activities	Materials to be Evaluated
a. Classroom performance	1. Course load/primary duties listed by semester. 2. All peer and chair evaluations during the evaluation period. 3. Summary of student evaluations for each course evaluated during the review period. This includes online and hybrid courses. 4. The course syllabus 5. Evidence of participation in required assessment activities. 6. Additional materials including: Quizzes/exams, handouts, study guides, assignments, graded or ungraded student assignments, signed statements relating to teaching performance, evidence of teaching awards, materials from tutoring or help sessions, evidence of participation in the academic early warnings, results in general education, other relevant materials not covered above.
b. Other teaching related activities	1. Evidence of training students in research/creative activities. 2. Evidence of training students as teaching assistants. 3. Evidence of student mentoring. 4. Evidence of assisting with study groups/tutoring groups. 5. Evidence of observing student teaching candidates. 6. engaging in outside activities with students 7. coordination of guest speakers to courses

c. Curriculum development and revision	1. Original instructional materials such as homework problems, novel/original learning aids, and new hands-on activities. 2. Updates to lecture material. 3. Evidence of efforts to develop new courses, update existing courses, or change/enhance a program's curriculum.
d. Professional development for teaching improvement	1. A summary 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; and ability to organize and analyze and present material clearly and effectively. Below are specific instructions regarding the evaluation of A activities:

Course Syllabi
Syllabi for every course taught within the evaluation period shall be included in each faculty portfolio. Each syllabus is expected to clearly define the following: course description; course objectives/outcomes; assessment methods; the name of the text and other required materials; instructor's name, phone number, e-mail address, office location, and office hours; class meeting time and location; a calendar of activities for the course; ADA statement; material to be covered in the course; policies concerning attendance and tardiness; grading standards, frequency and relative weights of exams, quizzes, homework, papers, and other materials; and link to the University student evaluation site http://www.csu.edu/course-eval. In addition, it is expected that syllabi will be professionally produced with a minimum of spelling, grammatical or typographical errors, that all instructions and conditions are internally consistent, and that the course content and prerequisites reflect the catalog description. All syllabi will be in the format that is recommended by the University and will include items required for specific accrediting agencies when appropriate. For courses where a 4000-level class meets with a 5000-level class, it is expected that the two classes will have different syllabi, different learning outcomes, and different assessment measures.

Course Materials
Representative exams, quizzes, and other materials submitted for evaluation are expected to reflect the following qualities: balanced coverage of the assigned material, questions which are clearly stated, questions which are appropriate for the level of the course, a length which is appropriate for the time allotted, and a minimum of spelling, grammatical or typographical errors. Materials submitted will be evaluated regarding 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 multiple-year period.

Student Evaluations

~~Faculty members teaching course sections with more than ten students~~ All courses taught each semester shall afford students the opportunity to evaluate instructor teaching effectiveness through the student evaluations provided online in the manner conducted by the administration.

The results of these evaluations will be provided to the faculty member only after the course grade has been submitted. ~~The faculty member will include all completed evaluations for each course in their portfolio.~~

While all evaluations will be conducted through the automated system, faculty may select 90% of their evaluations in a particular period of review to present as part of their portfolio or evaluation documentation. For instance, the closest to 90% may reflect seven of eight courses taught, or two out of three courses, or nine out of ten courses.

MUSM 1800: Performance Class shall not have evaluations attached to any instructor; it is a weekly meeting for Music Majors, and the instructor on record is not responsible for course content.
Since applied lessons often have only one or two students per semester, all MUS and MUSA applied lessons shall be aggregated for each instructor every semester to ensure student anonymity.

The following numerical system will determine the rating of student evaluations in the aggregate:

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Satisfactory: 2.25 – 2.74
Effective: 2.75 – 3.24
Highly Effective: 3.25 – 3.74
Significant: 3.75 – 4.24
Superior: 4.25 – 5.00

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When considering student evaluations, attention will be given to the nature of the class being evaluated (music major course, private instruction, ensemble, general education, etc.). In examining the student evaluation results, the DPC will consider the differences in course characteristics. Faculty members may demonstrate a greater proficiency in some areas than they do in other areas. For example, faculty members may teach a course outside the area of expertise; evaluations in courses directly tied to the faculty member's background may be more heavily weighted at the discretion of the DPC.

Teaching Assessment Activities

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

Two peer teaching observations will be required. One evaluator will be selected by the DPC from its membership to most closely represent expertise in the area of teaching to be evaluated. In consultation with the DPC, the second evaluator will be selected by the faculty member being evaluated. It is preferred that

evaluators be at a higher rank than the faculty member under review. However, considerations will be given to an evaluator's area of expertise.

One chairperson evaluation will be required. The chairperson will schedule a teaching observation with the candidate at a mutually agreed upon time.

For post-tenure review, a classroom teaching visitation by the chair is required for every two-year evaluation period.

When possible, it is preferred that teaching observations be scheduled at least two weeks in advance of the observation.

A faculty member being evaluated in the area of musicology/music history may include teaching observations from members of the University history or art history faculties; a faculty member being evaluated in the area of world music/ethnomusicology may include teaching observations from members of the University anthropology or geography faculties; and faculty members being evaluated in the area of music education may include teaching observations from members of the College of Education faculty. One of the teaching observations may be from an evaluator outside the DPC.

The evaluators will each provide a written summary of her/his observations using the standard form adopted by the DPC. These evaluations will be given to the chairperson of the DPC, the faculty member being evaluated, and members of the DPC prior to the evaluation meeting.

Curriculum Revision and Development (A.c)
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 (A.d)
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.

Research Cues
Per the 2022-2026 Contract, three (3) annual Research/Creative Activities CUE's are included for each Unit A faculty member's workload.

The three **most important** criteria for evaluation of teaching effectiveness are in the following order:

> 1) Classroom (peer) observations
> 2) Instructional materials (including syllabi)
> 3) Student evaluations

Primary Duty Materials to be Evaluated for Type B Categories

Types of B Activities	Materials to be Evaluated
a. Research Release Time	1. Synopsis of activities related to the primary duty. 2. Letter of evaluation.
b. Program Coordinator or Administrative Release Time	1. Synopsis of activities related to the primary duty. 2. Letter of evaluation.
c. Academic Release Time	1. Synopsis of activities related to the primary duty. 2. Letter of evaluation.
d. Assessment Release Time	1. Synopsis of activities related to the primary duty. 2. Representative assessment reports. 3. Evidence of attendance at assessment meetings. 4. Letter of evaluation.
e. Advising Release Time	1. Synopsis of activities related to the primary duty. 2. Summary of completed advisor surveys (where available). 3. Evidence of activities related to the primary duty. 4. Letter of evaluation.
f. Other Type of Release Time	1. Synopsis of activities related to the primary duty. 2. Letter of evaluation.

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

The acquisition of resources, activities directed at program improvement and other professional development activities that are associated with these activities must be evaluated. 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 reassigned 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 includes: the maintenance of appropriate and accessible records, copies of progress reports submitted, attendance at workshops, training courses, or other development programs related to the primary duty. If release time has been granted for research, then a narrative summary of the research performed must be included in this section even if details of the conduct and product of research is reported in the research section. If release time has been granted for being a program coordinator, then the results of being a program coordinator may still be reported in the service section.

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

Professional Development for Program Improvement
These activities include but are not limited to: participation in short courses, conferences and workshops, and other programs related to 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

Faculty members shall not be restricted or limited in areas in which they engage in scholarly activities if there is a demonstrable relationship between the faculty member's research and her/his areas of expertise. This includes the relationship by both academic and performance-based faculty members. "The creative production and professional work of performers, composers, and other applied faculty should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement in all institutions." (*National Association of Schools of Music Handbook,* p. 59). Academic and performance-based faculty are encouraged to become involved in a variety of scholarly 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.

Relative Importance – Professors Seeking Professional Advancement Increases (PAI), Tenured Candidates Seeking Promotion, and Tenure-Track Candidates seeking retention: The most significant

criterion for evaluation shall be evidence that the faculty member is active and engaged in his/her discipline and may include publication in academic journals, evidence of research, membership or leadership in discipline-based organizations, and developing or co-developing funded grants/fellowships or activities as well as relevant juried or reviewed concerts, solo performances or recitals, etc. Few limitations are to be placed on the kinds of research/creative activity activities selected, assuming there is a demonstrable relationship between the faculty member's research/creative activity and his/her academic area. Self-published works/recordings shall have documented commercial success and/or academic review and outlets to be given credit.

The department recognizes that research within music may differ significantly in those disciplines, and that a variety of different kinds of creative activities may be appropriate within each discipline. The activities listed within each category *are meant to be illustrative* of the kinds of activities that may be considered and their relative ranking in accordance with section 19.3a (3) (b) of the Faculty Agreement.

These lists are not meant to be either definitive or exhaustive. A faculty member may suggest the appropriate category in which a particular activity should be counted. Each faculty member is encouraged to consult with the DPC concerning his/her activities, their category rankings, and the appropriate documentation.

Quantity and quality are taken into consideration in evaluation. For example, nomination for a Pulitzer Prize for a composition, gaining notoriety for a published textbook, or nomination for a Grammy award may constitute just as high achievement (or possibly higher) as the publication of several non-refereed articles, self-produced recordings or self-published writings, etc.

Methods of Evaluation: To meet the contractual evaluation standards, the Department of Music will evaluate faculty on qualitative and quantitative measures for the Research/Creative Activity's merits.

For promotion, PAI and/or tenure, only completed works at the time of the evaluation may be submitted for consideration by the DPC.

The Department recognizes that the evaluation of a faculty member's research/creative activities and contribution to the intellectual life of the department and the University cannot and should not be reduced to a simple or mechanical tabulation of categories represented.
Both quality and quantity shall be taken into consideration.

All research and creative activities submitted in the portfolio will fit into one of 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 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 (highest to lowest) 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.
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 may make an argument as to why their activities meet it qualitatively, and when demonstrated may be deemed acceptable.***

The following is a list of scholarly activities (A1/A2) and research/creative productivity (B1/B2/B3). ***This list is not meant to be exhaustive***, but rather representative of the types of work being considered. Within the scope of research and creative activity in the field of music, there are numerous endeavors worthy of acknowledgement; faculty members are encouraged to pursue activities within their area of expertise, areas of interest (as well as areas of curiosity/fulfillment).

In terms of the scope of an activity, locality does not necessarily dictate a "local" venue. For example, the Chicago Symphony Orchestra and the Green Mill Jazz Club are "local" but are nationally recognized.

Portfolios submitted for retention, tenure, post-tenure review, promotion and/or PAI, must include a summary of yearly faculty development activities in the area of research/creative activity.

No cue-bearing (non-teaching) activities shall be listed as research/creative activity or as service.

SCHOLARLY ACTIVITIES:

A1:

  a. Writing a research/creative activities agenda
  b. Reporting progress in research/creative activities
  c. Attending a scholarly conference or a research skills workshop
  d. Completing a literature review in a research-related area
  e. CSU presentation, performance, or exhibition
  f. Panel discussant or panel moderator/chair
  g. Unsuccessful or submitted internal grant proposal
  h. Composition outline or sketch
  i. Outline and timetable for a new recording project
  j. Outline for a new performance venue
  k. Final reports corresponding to scholarly activity (research projects/grants/fellowships)

A2: (higher achievement than A1)

  a. Demonstration of significant progress on research/creative activities (e.g., IRB approval, copyright permissions, reading lists, interview transcriptions, artwork/photographs, music examples, exploratory fieldwork, pre-contract surveys from publishers, copyediting, etc.)
  b. Completed review of book, recording, video
  c. Serving as a grant/manuscript reviewer (blind review)

d. Editor of a research-related refereed journal

e. Invited review of research-related or original creative works

f. Non-peer reviewed e-media publication

g. Participatory research project

h. Organizing a research-related professional conference

i. Adjudicator for a performance or local/regional granting/fellowship agency

j. Evaluation of academic materials and/or institutions/programs including unpublished peer reviews for journals, evaluations done for publishers

k. Submission of a proposal/abstract to present at a local/regional conference

l. Awards for Local/Regional achievement

m. Academic talks given off campus (local/regional significance)

n. Commissions awarded by local groups

o. Local/regional awards (achievement, honorary, etc.)

p. Participation in a master class/Hosting a Master class

q. Community projects that draw upon scholarly expertise

r. Participation with a podcast, YouTube interview, or other online sites

s. Presence of music online such as Soundcloud, YouTube, Vimeo, or personal website

RESEARCH/CREATIVE ACTIVITY

<u>B1:</u>

a. Submitted external grant/fellowship

b. Submitted peer-reviewed manuscript

c. Successful internal grant

d. Presentation/performance at a local/regional conference

e. Invited to present at a local conference

f. Successful non-peer-reviewed journal article/external grant

g. Student research/creative activity training

h. Student thesis/project supervision

i. Activities related to a multi-year grant/fellowship not claimed as B

j. Original Translation of Scholarly Importance

k. Published short-form essay in a peer-reviewed book or journal

l. Activities related to the successful submission of a grant not claimed as B2

m. Submitted proposal or abstract to perform or present at a national/international venue or conference

n. Musical works performed or directed in local venues (note: locality does not necessarily dictate "Local": Ex. Chicago Symphony Orchestra, Green Mill Jazz Club are "local" but nationally recognized)

o. Musical recordings: audio and/or video (production)

p. Professional musical performances (no restrictions shall be placed on musical genre)

q. Commissions awarded by local organizations

r. Academic talks given off campus (national/international significance)

s. Outside review/mention of faculty member's work

t. Statements from professionals outside the university or evidence that a faculty member's work is regarded as significant within his/her discipline
u. Other non-reviewed publications (program notes, liner notes, newsletter pieces, etc.)
v. Archival projects
w. National/international awards (achievement, honorary, etc.)
x. Production of research-related A/V materials (e.g., ethnographic films/recordings, documentaries, CD-ROMs, CDs, fieldwork videos/DVDs, software programs)
y. Self-publication of a review for a book, recording, video, etc.
z. Development of a multimedia educational website with lesson plans for public school teachers
aa. Completion of a dissertation
bb. Featured interview/article on an online platform of creative/research activities
cc. Hosting a podcast, radio show, or some type of academic based media platform
dd. Managing a professional social media page or group for a local, regional, or national organization.
ee. Initiation/preliminary stages of a creating a website on faculty research/creative activity
ff. Collaborate to commission a professional musical work
gg. Published encyclopedia article in a discipline-related research area

B2: (higher achievement than B1)

a. Published peer-reviewed book chapter in discipline-related research area
b. Published small-scale composition/arrangement
c. Published peer-reviewed journal or encyclopedia article in a discipline-related research area
d. Funded peer-reviewed external grant or fellowship related to research agenda awarded by a local/regional agency or foundation
e. Performance or work (composition, article, etc.) presented at a national/international venue (must meet DPC approval to be considered as national/international)
f. Externally peer-reviewed musical recordings: audio and/or video
g. Editor of a peer-reviewed, research-related, refereed journal
h. Adjudicator for a peer-reviewed national/international granting/fellowship agency or foundation
i. Published original translation of a book chapter, article, etc. in research area
j. Editor of book series (when the editor is not a contributor)
k. Presentation at a national/international conference
l. Publication of a peer-reviewed article
m. Actively maintaining a peer-reviewed website on faculty research/creative activity
n. Invited to present at a regional/national conference
o. Invitation to present at a higher learning institution
p. Peer-reviewed publication of a review for a book, recording, video, etc.
q. Commissions awarded by regional/national organizations

B3: (highest achievement, may substitute for lower categories)

a. Published book, monograph, textbook, edited volume or anthology (when the editor is a contributor) in research area
b. Full-length recording with evidence of importance in the field

c. Recordings published/streaming online, including but not limited to:

Apple Music/iTunes	Pandora
Amazon (MP3, Music Unlimited, Prime, etc.)	Spotify
CD Baby	Sirius XM
Google Play	Tidal
Idagio	YouTube Music

d. Presentation/performance of a large-scale composition
e. International award for a composition, writing, recording, or discipline-related achievement (e.g. Grammy nomination, Pulitzer Prize nomination. Must be verifiable that the award is of international accomplishment. Subject to DPC acceptance.)
f. Funded peer-reviewed grant/fellowship related to research agenda awarded by a national/international agency or foundation (e.g. Guggenheim, Fulbright, NEH, etc.)

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

A record of all service activities and supporting evidence should be organized according to the four 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 the College and the University
C. Service to the Community
D. Service to the Profession, Discipline, or Field

Classification of Service Activities

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 departmental service activity of high effort would be referred to as an "A2" service activity.

In evaluating the service of a professor, tenured faculty member, or tenure-track candidate, the Department will consider such materials as the following: extent and nature of leadership; degree of participation; quality and length of service; extent and nature of national, state, or local recognition of service to the employee's assigned responsibilities and to the University. Evidence may include minutes of meetings attended, letters from committee chairpersons detailing a candidate's significant achievements on the committee, and other evidence of material contributions by the candidate.

All service activities in the four groups (A-D) above will be placed in a Category based on the effort required of that activity. A1, B1, C1, and D1 activities consist of activities that require time and effort

commensurate with the reasonable expectation of the faculty member involved in the activity. A2, B2, C2, and D2 consist of service activities that require greater time and effort. For example, serving as a member of a college committee (B1) normally requires a lower level of effort when compared to chairing the same committee (B2).

Portfolios submitted for retention, tenure, post-tenure review, promotion and/or PAI, must include a summary of yearly faculty development activities in the area of service.

A. SERVICE TO THE DEPARTMENT

A1:

a. Participation in Department committees
b. Maintenance of departmental equipment
c. Classroom observation of peers
d. Mentoring faculty
e. Lending professional skills or expertise to the department for the advancement of the departmental mission
f. Letters of support/recommendation for students or colleagues
g. Search committees
h. Department overhead, including equipment/instrument maintenance, curriculum development, accreditation-related work, linkages with other institutions, etc.
i. Career counseling
j. Assistance with student groups
k. Guest speaker, master classes, and other event planning/hosting/facilitating of on-campus events (colloquia, seminars)
l. Preparatory work in ERG (enrollment, recruitment/retention, graduation)

A2 (higher level of effort than A1):

a. Chairing a Department committee that met regularly and required effective planning, organization, etc.
b. Organizing Departmental seminars
c. Organizing public events sponsored by the Department
d. Developing written material for or performing evaluations of new initiatives in the Department
e. 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
f. Service on a department committee which required authorship of significant documents, such as a grant or NEPR committees
g. Assistance with departmental music promotional activities (such as marketing, box office

administration, calendar management, coordination with the Office of Events Management and Planning, website design for the Department, etc.)

h. Applying for grants for departmental equipment/materials and activities

i. Advising student organizations

j. Student recruitment activities, including school visitations

j. Active involvement in ERG (enrollment, recruitment/retention, graduation) through documented assignment

B. SERVICE TO THE COLLEGE/UNIVERSITY

B1:

a. Participation on College/University committees

b. Speaker at College/University seminars

c. Formally representing the University at external events

d. Lending professional skills or expertise to the College/University in advancement of the College/University Mission

e. Commencement-related assistance

f. Performances at university events

g. Speaking to classes in other departments within and outside the college

h. Guest speaker, master classes, and other event planning/hosting/facilitating of on-campus events (colloquia, seminars)

i. ERG work (committee or organized otherwise)

B2 (higher level of effort than B1):

a. Assistance with other academic programs at the University

b. Service on a University or College committee which required authorship of significant documents

c. Significant documentation of ERG work through committee assignment that required high level of documentation

d. Organizing public events sponsored by the College/University

e. University faculty performances

f. College and University committee offices

g. Faculty Union service

h. Service on a University or College committee which met regularly and required significant work of its members outside of the meetings, such as accreditation committees, UPC, and the IRB

C. SERVICE TO THE COMMUNITY

C1:

a. Professionally related volunteer work

b. Speaking engagements in the community

c. Volunteer work that draws upon one's expertise in one or more academic area(s)

d. General community outreach

C2 (higher level of effort than C1):

a. Board membership in community agencies related to the individual's professional discipline or specialization

b. Completing a major project with a community organization

c. Involvement in community activities drawing upon one's academic or professional skills, with a high level of time commitment as compared with C1

d. Involvement in committees and boards to further the cause of music literacy, to promote higher education, and to provide greater visibility for CSU

e. Speaking engagements in the community and around the state, nation, and world

f. Organizing public events sponsored by the community

D. SERVICE TO THE PROFESSION, DISCIPLINE OR FIELD

D1:

aa. Active membership in professional societies are accepted for first and second year probationary retention.

a. Service to professional societies and journals (unpaid academic service such as peer reviews, outside evaluations, evaluations for publishers, letters of reference, etc.):

b. Invitation to review creative works from a professional agency

c. Invitation to review grants or manuscripts from a professional agency or journal

d. Participation in planning and implementing professional conferences or activities

e. Assisting in the publication of professional newsletters

f. Maintaining active membership in a professional organization through attendance at meetings or participation in public forums.

g. Editing/reviewing journal articles and books not directly related to research activities

D2 (higher level of effort than D1):

a. Participation in professional societies as an officer, member/head of a committee, or other administrative function

b. Conference planning and hosting

c. Service on boards, accreditations teams, committees, councils, task forces, or advisory boards of professional organizations

d. Serving as a leader on a review panel

Relative Importance of Service Activities and Methods of Evaluation

Care must be taken when evaluating service to consider the committee assignments and work available to the faculty member, the place of the faculty member in professional growth, and the nature of the faculty member's academic background. Not every discipline lends itself to the same service opportunities, particularly service opportunities in the general community, as well as the professional or academic community of the discipline.

It is also anticipated that the amount of service activities engaged in by a faculty member may vary from year to year.

On occasion, a faculty member may receive CUE's for one of the services on the list. The department considers this to be in recognition of the importance of the service activity. It is not to be construed as a reallocation for the activity to Teaching/Primary Duties.

Continuing Faculty Development

While the Music DAC outlines what is expected from faculty members for probationary years, tenure, promotion, PAI, and post-tenure review, all faculty members shall continue in personal growth after tenure. These areas may include but are not limited to:

Continued scholarly research and creative activity
Continuing excellence in teaching/primary duties as measured by evaluations
Continued service to the Department, College/University, and Community
Other areas of professional development
Refreshing/updating syllabi and course materials/exams, etc.

VIII. Unit B Faculty:

In accordance with the University Evaluation Criteria for B Unit Faculty that will take effect beginning with the 2022 academic year, the degree of effectiveness of performance of each faculty member being considered for retention will be evaluated in the area of teaching/performance of primary duties.

Teaching/Performance of Primary Duties

The annual evaluation of teaching effectiveness shall be based on:

1) Classroom observations
2) Instructional materials
3) Student evaluations

The contractual criteria for Unit B faculty in teaching/primary duties are Satisfactory and Highly Effective:

Satisfactory Rating:
Satisfactory rating for A.a
plus (1) additional A activity plus (1) B activity (if applicable)

Highly Effective Rating:
Effective rating for A.a
plus (2) additional A activities plus (2) B activities (if applicable)

A. TEACHING	B. PRIMARY DUTIES
a. Classroom performance	a. Primary duty performance
b. Other teaching-related duties	b. Other primary duty related activities

Teaching Materials to be Evaluated for Type A Categories

A Activities	Materials to be Evaluated
e. Classroom performance	7. Course load/primary duties listed by semester. 8. All peer and chair evaluations during the evaluation period. 9. Summary of student evaluations for each course evaluated during the review period. This includes online and hybrid courses. 10. The course syllabus 11. Evidence of participation in required assessment activities. 12. Additional materials including: Quizzes/exams, handouts, study guides, assignments, graded or ungraded student assignments, signed statements relating to teaching performance, evidence of teaching awards, materials from tutoring or help sessions, evidence of participation in the academic early warnings, results in general education, other relevant materials not covered above.
f. Other teaching related activities	8. Evidence of training students in research/creative activities. 9. Evidence of training students as teaching assistants. 10. Evidence of student mentoring. 11. Evidence of assisting with study groups/tutoring groups. 12. Evidence of observing student teaching candidates. 13. engaging in outside activities with students 14. coordination of guest speakers to courses

g. Curriculum development and revision	4. Original instructional materials such as homework problems, novel/original learning aids, and new hands-on activities. 5. Updates to lecture material. 6. Evidence of efforts to develop new courses, update existing courses, or change/enhance a program's curriculum.
h. Professional development for teaching improvement	2. A summary of participation in professional development activities that contribute to course development and improvement of teaching.

1. <u>Classroom Observations</u>

Two teaching observations will be required annually: One evaluator will be selected by the DPC from its membership to most closely represent the expertise in the area of teaching being evaluated; One chairperson teaching observation will be required.

The first year of employment, the evaluation will occur during the first semester. Thereafter, the evaluation will occur annually during the fall or spring term. The chairperson and DPC will schedule teaching observations with the candidate at mutually agreed upon times. When possible, it is preferred that observations be scheduled with at least two weeks' notice.

The evaluators will each provide a written summary of her/his observations using the standard form adopted by the DPC. These evaluations will be given to the chairperson of the DPC, the faculty member being evaluated, chair of the department, and Dean of the College of Arts and Sciences.

2. <u>Instructional Materials</u>

The faculty member shall provide instructional materials used in teaching. Materials submitted must include syllabi for each course taught during the period of review, which are expected to conform to the form adopted by the University and are expected to clearly define grading, attendance requirements, required texts and materials, quizzes/examinations, and accessibility of the instructor outside of class. Other course materials may be included at the discretion of the faculty member being evaluated.

3. <u>Student Evaluations</u>
~~Faculty members teaching course sections with more than ten students~~ All courses taught each semester shall afford students the opportunity to evaluate instructor teaching effectiveness through the student evaluations provided online in the manner conducted by the administration.

The results of these evaluations will be provided to the faculty member only after the course grade has been submitted. ~~The faculty member will include all completed evaluations for each course in their portfolio.~~

Faculty members shall include student evaluations for each course taught every semester.

Since applied lessons often have only one or two students per semester, all MUS and MUSA applied lessons shall be aggregated for each instructor every semester to ensure student anonymity.

The faculty member will use the methods designated in Department of Music meetings to facilitate student evaluations effectively. The faculty member shall advise students of the evaluation procedure by placing an item in their syllabi that informs the student about the online evaluation procedure and gives the University Evaluation Web Address. The results of these evaluations will be provided to the faculty member only after the course grade has been submitted. The faculty member will place in their portfolio the evaluations for each course evaluated during the review period.

The following numerical system will determine the rating of student evaluations in the aggregate:

Satisfactory: 2.25 – 2.74
Effective: 2.75 – 3.24
Highly Effective: 3.25 – 3.74
Significant: 3.75 – 4.24
Superior: 4.25 – 5.00

When considering student evaluations, attention will be given to the nature of the class being evaluated (music major course, private instruction, ensemble, general education, etc.). In examining the student evaluation results, the DPC will consider the differences in course characteristics. Faculty members may demonstrate a greater proficiency in some areas than they do in other areas.

4. **Primary Duties**

Faculty members with a Primary Duty other than teaching must show evidence of successful completion of reassigned activities.

5. **University Service**

Unit B Faculty members are encouraged to attend and participate in department meetings and required to administer all required course assessments. A record of such activities is to be provided and kept current on the vita used in the evaluation process.

The degree of effectiveness of performance of each employee being considered for reappointment or promotion as a research faculty member will be evaluated in the areas of research activity and possibly teaching/performance of primary duties. ~~and service as defined by the appointment and work~~

~~assignments. If teaching/primary duties or service requirements are specified in the letter of appointment and annual work assignments, accomplishments in these areas will be considered of less importance than his or her research productivity.~~

X. Distance Education Policy for the Department of Music

1. The Department of Music considers Distance Learning Education to be any course that is completely online (internet course), television link-up, or interactive TV workshop between a location on campus and remote sites off campus. Such courses may be offered for credit and non-credit.

2. Distance education for credit courses: These courses are those whose course descriptions (CSU Catalogue) do not include a performance component and may include lecture courses that are currently used to meet:

   a. General Education requirements (1000 level)
   b. Undergraduate requirements (1000 and 2000 level)
   c. Course electives both inside and outside the Department which may be used to fulfill course requirements for undergraduate degrees.

3. The Department will determine which Music courses are offered within the CSU Distance Education Program:

   a. The Chair of the Department shall poll the faculty to determine who may wish to offer courses within the Distance Education Program.
   b. The faculty member will present to the faculty his/her proposal for a Distance Education course. The faculty member must demonstrate that he/she has the technical ability to provide such course by providing evidence for the use of technology in a traditional course offering. If an internet course is proposed, evidence of web-enhanced teaching would be appropriate. To offer a Distance Education course, departmental approval, administration approval (Chair, Dean, Provost), and Distance Learning approval are required.
   c. If the course is being developed only for Distance Education, a full course proposal is necessary. Departmental approval, followed by University Curriculum Committee, administrative approval and Department of Distance Learning approval are required.
   d. The department may offer as many university-approved Distance Education courses per semester as is appropriate to satisfy program needs of the department and university.
   e. The faculty member should notify the Department of Distance Learning of any special technical needs of the course offering in obtaining Distance Learning approval.
   f. The Department Chair will formulate a roster of faculty who wish to teach a Distance Education course in case the demand for teaching assignments exceeds the support from Distance Learning. This roster will be developed in a similar manner to those developed for teaching assignments in the summer session.
   b. The Department will evaluate the effectiveness of a Distance Education course through three groups of evaluators.

a. Three members of the Department Personnel Committee shall assess the quality and currency of the materials. The course materials should contain a syllabus summarizing information concerning the objectives, operation, and management of the course. If one of the objectives is research, it should contain a list of research materials and a description of how to use these resources.
b. The Distance Learning Department shall assess the effectiveness of the course offerings, materials, and the timely responses of the instructor from a technical perspective.
c. Enrolled students shall assess the effectiveness of the course offerings, materials and the timely responses of the instructor and support staff. A student assessment form shall be developed which will provide effective evaluation of the use of the instruction medium by the instructor.

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