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To: Dr. Shellie Gregorich, Chair, Department of Music

From: Ryan C. Hendrickson, Provost

Date: April 26, 2024

Cc: Brad Tolpannen, AVPAA
Barbara Bonnekessen, Dean, College of Liberal Arts and Sciences

I am writing to thank the Department of Music for submitting the 2024 revisions to the Departmental Application of Criteria. As required by the EIU-UPI agreement, I have reviewed the materials and am pleased to approve the revised DAC..

Please note that with this approval the revised DAC is now in effect. Unit A faculty members who elect to be evaluated under the previous Departmental Application of Criteria must give notice to the Chair, Dean, and Provost prior to October 1, 2024 (Article 8.7.f.3).

The current Departmental Application of Criterias are available at: https://www.eiu.edu/acaffair/DACnew.php

Music Department
Departmental Application of Criteria, 2024-2028

General Statement

Evaluations will be conducted in accordance with the terms of the *EIU/UPI Agreement* **(**2022-2026**)** and according to the standards and procedures outlined in this document.

Unit A: Details of the evaluation procedures may be found in article 8 of the 2022-2026 *EIU/UPI Unit A Agreement*.

Unit B: Details of the evaluation procedures may be found in article 8 of the 2022-2026 *EIU/UPI Unit B Agreement*.

Only items listed in this document under I. A. Teaching/Performance of Primary Duties will be utilized by the chairperson and dean in the evaluation of Unit B faculty. Evaluations shall be conducted according to criteria set out in Article 8.1 of the 2022-2026 EIU-UPI Unit B Agreement. Annually contracted faculty members who have not qualified for a performance-based increase based on successive annual evaluations may submit evaluation materials for evaluation for a performance-based increase that document evidence of superior performance in teaching/primary duties, in the aggregate. Those materials may be supplemented by evidence of contributions to the University that are in addition to those contractually required. Items cited are intended to be illustrative and not exhaustive. Faculty can add categories based on activities that do not neatly fall into those specific examples listed below.

Evaluation Criteria and Procedures

I. Teaching/Performance of Primary Duties

A. Appropriate Activities and Supporting Materials and Their Relative Importance in the Evaluation Process

Categories of materials and activities appropriate for the evaluation of teaching/performance of primary duties are grouped below in levels demonstrating the order of their relative importance as evidence of effective performance. With the exception of research and sabbatical assignments, most activities for which credit units are assigned shall be considered as primary duties for the purposes of evaluation. Research and sabbatical assignments shall be considered as research/creative activity. Each successive level includes the materials and activities cited in the preceding level(s). Items cited are intended to be illustrative and not exhaustive. Faculty can add categories based on activities that do not neatly fall into those specific examples listed below. Exceptional achievement (with regard to quality and quantity) in individual items listed as evidence of satisfactory or significant accomplishment may be considered as evidence of significant or superior accomplishment.

1. Evidence of **satisfactory** accomplishment in the area of teaching/primary duties may include but is not limited to the following:

    a. Student evaluations indicating satisfactory accomplishment.
    b. Satisfactory evaluation by peers.

c. Satisfactory evaluation by the department chair.
d. Advising student(s) with satisfactory documentation, including representative e-mails and advising forms.
e. Satisfactory course outlines, syllabi, and handouts.
f. Appropriate methods of evaluating student knowledge and skills.
g. Coaching or mentoring a student who is entering a local competition (e.g. the Honors Recital, the Concerto Competition, or the Booth Library Awards for Excellence in Student Research and Creativity).
h. The teacher's students/ensembles perform or present at departmental and university venues (e.g. departmental and general recitals or the annual EIU Showcase).
i. Attending teaching-related conferences, workshops, seminars, or lectures (e.g., Writing Across the Curriculum).
j. Coordinating guest lecturers for one's classes.
k. Assigning diverse repertoire for applied students or ensembles.
l. Serving on a student's graduate exam committee.

2. Evidence of **highly effective** accomplishment in the area of teaching/primary duties may include but is not limited to the following:

a. Student evaluations indicating highly effective accomplishment.
b. Highly-effective evaluation by peers.
c. Highly-effective evaluation by the department chair.
d. Advising students with highly effective documentation, including representative e-mails and advising forms.
e. Coaching a student who is entering a state- or regional-level competition such as MTNA or NATS.
f. The teacher's students/ensembles demonstrate a high level of achievement. For example, the teacher's students/ensembles:
   1) are Concerto Competition finalists or Honors Recital participants.
   2) perform professionally on a regular basis in area venues (e.g. churches, orchestras, or clubs).
   3) are accepted into national summer study/performance programs.
   4) are recipients of a college- or university-wide award, such as the Thesis Award for Excellence.
g. Academic presentation of specialty area to groups outside of the department.
h. Teaching and/or coordinating supplemental learning experiences such as field trips and performance seminars.
i. Taking courses related to teaching.
j. Directing independent studies at the undergraduate level.
k. Receiving funding, such as a Redden Grant, to enhance student learning.
l. Participation in teaching or other primary duties on an interdisciplinary, interdepartmental, or intercollegiate basis.
m. Serving as a division director of any of the seven divisions of the department.
n. Serving as an administrator of an area of study (e.g., Director of Jazz Studies).

3. Evidence of **superior** accomplishment in the area of teaching/primary duties may include but is not limited to the following:

a. Student evaluations indicating superior accomplishment.
b. Superior evaluation by peers.
c. Superior evaluation by the department chair.
d. Advising students with superior documentation, including representative e-mails and advising forms.
e. Coaching or mentoring student who is entering a national competition or submitting a paper for a national conference (e.g. MTNA, a Young Artist Competition, or the National Conference on Undergraduate Research).
f. The teacher's students/ensembles demonstrate a superior level of achievement. For example, the teacher's students/ensembles:
    1) are finalists or prize winners in regional, state or national auditions/competitions.
    2) are invited to perform for a state or national event.
    3) perform professionally on a regular basis in a leadership role in area venues (i.e. churches—directors, orchestras—titled positions).
    4) receive scholarships to national summer study/performance programs.
    5) have papers accepted for presentation at state or national conferences.
g. Directing independent studies and/or research projects at the graduate level.
h. Directing master's degree capstone projects.
i. Pursuing an advanced degree in the field with clear evidence of progress toward the degree.
j. Awards for teaching excellence.
k. Participating in curriculum revision and development including activities such as proposing a course that is approved by the Music Department and College of Liberal Arts and Sciences curriculum committees.
l. Teaching Honors courses, with superior evaluations.

B. Methods of Evaluation (Teaching/Performance of Primary Duties)

Chair and peer evaluations will be given a higher priority in the evaluation process than student evaluations.

1. Student Evaluations

    a. Forms approved by the University and Music Department will be used for this purpose.
    b. Each faculty member will permit students to evaluate his/her/their teaching in each class, ensemble, and private studio lesson, each academic term.
    c. Each faculty member will permit advisees to evaluate advising effectiveness each academic term.
    d. Forms will be distributed, monitored, and collected by the Chair of the Music Department or one designated by him/her/their, and tabulated by the testing service. The tabulated results and the student evaluations that include comments, or, at the request of the faculty member, copies of all student evaluations, will be provided to the faculty member after completion of the academic term in which the evaluations are written. The faculty member shall be responsible for maintaining copies of student evaluations for the duration of any applicable evaluation period. In the cases of retention, promotion, tenure, and professional advancement increase, all copies of the evaluations from all sections and courses must be submitted by the faculty member as part of the portfolio.

e. Factors such as differences in applied or class instruction, the size of the class, the difficulty of the course, the required or elective status of the course, and other considerations will be taken into account by committees and individuals reviewing the portfolio.
f. Items which refer to both the technological and pedagogical aspects of distance learning shall be included on student evaluations for distance learning courses.

2. Peer Evaluations

a. All members of the DPC will visit the candidate's classes and/or studio lessons as part of their evaluative responsibility preceding each personnel action. At least one complete class and/or one complete lesson must be observed.
b. Each tenured faculty member of the department will have the opportunity to evaluate tenured and tenure-track candidates for personnel actions. Evaluations of teaching will be based on visits to a class, a studio lesson and/or to an ensemble rehearsal of the candidate.
c. Each tenure-track member of the department will have the opportunity to evaluate other tenure-track faculty.
d. The university peer evaluation form shall be used for the required peer evaluations. Additional peer review and comments may also be submitted.
e. All visitations shall result in written reports. The reports shall be given to the DPC chair, who will submit copies to the Chair and applicant. The reports shall become part of the materials used in the process of evaluating an employee for the purposes of retention, promotion, tenure, or professional advancement increase.
f. Before the DPC submits its final recommendation to the Chair, the candidate and the DPC may meet to discuss the peer evaluations. The meeting may be requested by the faculty member or the DPC.
g. All peer evaluations must be signed in keeping with the Agreement and with university policy opposing anonymous letters.
h. Peer evaluations for distance learning courses will address technological and pedagogical aspects of the course through samples of on-line student interactions, video recordings of live presentations, or other class activities.
i. Each faculty member of the department will have the opportunity to evaluate non-tenure-track faculty. Evaluations of teaching will be based on visits to a class, a studio lesson and/or an ensemble rehearsal.
j. Peer observations are conducted with advance notice. Visitors and candidates should work together to schedule an appropriate class and day to visit. Visits should take place during the semester prior to application for tenure and/or promotion.

3. Course Materials

a. Candidates will provide appropriate course material (course outlines and/or syllabi, tests, examinations, course handouts, sample PowerPoint presentations, or any other documentation as evidence of accomplishment under I.A.1-3 of this document) for the DPC's and the Chair's examination. This applies to all areas of teaching/performance of primary duties.
b. Before the DPC submits its final recommendation to the Chair, the candidate and the DPC may meet to discuss the course materials. The meeting may be requested by the faculty member or the DPC.

II. Research/Creative Activity

A. Appropriate Activities and Supporting Materials and Their Relative Importance in the Evaluation Process

Categories of materials and activities appropriate for the evaluation of research/creative activity are grouped below in levels demonstrating the order of their relative importance as evidence of effective performance. Each successive level includes the materials and activities cited in the preceding level(s). Items cited are intended to be illustrative and not exhaustive. Faculty can add categories based on activities that do not neatly fall into those specific examples listed below.

The faculty is encouraged to be active participants in publication, performance, or other creative activities accepted by the profession. Exceptional achievement (with regard to quality and quantity) in individual items listed as evidence of satisfactory or significant accomplishment may be considered as evidence of significant or superior accomplishment.

1. Evidence of **satisfactory** accomplishment in the area of research/creative activity may include but is not limited to the following:

    a. Membership in professional organizations and subscribing to professional journals.
    b. Attending research/creative activity-related workshops, clinics, conferences, or conventions at the area, state, regional, and/or national levels (e.g. attending a conference on research methods in your field).
    c. Participating as a panel member for a seminar, workshop, clinic, or lecture at EIU.
    d. Performing on a recital/concert or presenting a paper for a local audience.
    e. Composing or arranging a work that is performed for a local audience.
    f. Authoring content for local publications.

2. Evidence of **significant** accomplishment in the area of research/creative activity may include but is not limited to the following:

    a. Presenting a seminar, workshop, clinic, lecture, or paper to a professional organization or at another university, college, or community college.
    b. Research activity associated with office or committees of professional music organizations.
    c. Performing a faculty recital.
    d. Performing a recital/concert for a regional audience.
    e. Composing or arranging a work that is performed for a regional audience.
    f. Publishing an article or review in a state or regional professional journal.
    g. Teaching at and/or coordinating research/creative activity-related workshops, clinics, conferences, conventions, or music camps at the area, state, and/or regional levels.
    h. Performing as a primary collaborative pianist for a faculty recital.

3. Evidence of **superior** accomplishment in the area of research/creative activity may include but is not limited to the following:

    a. Writing reviews for and/or serving on the editorial board/staff of a professional journal.
    b. Reviewing publications for publishing firms in one's field of expertise.
    c. Authoring or co-authoring a book, textbook, manual, new media, or chapters of a book in the field of one's expertise.
    d. Publishing a composition or arrangement.
    e. Receiving a fellowship, grant, commission, or other funding to pursue research/creative activity.
    f. Dissertation or other demonstrable research credits completed as a part of a terminal or related degree program.
    g. Composing or arranging a work that is performed for a national/international audience.
    h. Composing or arranging a work that is performed by a group not associated with EIU.
    i. Performing a recital/concert for a national/international audience.
    j. Performing on a commercially available recording.
    k. Publishing an article or review in a national/international, professional, refereed journal.
    l. Presenting a seminar, workshop, clinic, lecture, or paper at the national/international level.
    m. Publishing articles in dictionaries and encyclopedias.
    n. Awards for excellence in research.
    o. Teaching at and/or coordinating research/creative activity-related workshops, clinics, conferences, conventions, or music camps at the national or international level, ones that attract students nationally or internationally.

B. Methods of Evaluation (Research/Creative Activity)

1. To meet minimum departmental standards in this area, a faculty member will document accomplishment to which evaluators will apply the criteria of **satisfactory**, **significant**, or **superior** performance. Accomplishment will be assessed both qualitatively and quantitatively.

2. In addition to reviewing documented materials submitted by candidates, the DPC may request (with the knowledge and consent of the candidate) written statements attesting to the quality of submitted materials.

3. Before the DPC submits its final recommendation to the Chair, the candidate and the DPC may meet to discuss the submitted statements and materials. The meeting may be requested by the faculty member or the DPC.

III. Service

A. Appropriate Activities and Supporting Materials and Their Relative Importance in the Evaluation Process

Activities normally expected of music department faculty include attending and participating in department and area meetings and attending department sponsored performances. Categories of materials and activities appropriate for the evaluation of service are grouped below in levels demonstrating the order of their relative importance as evidence of effective performance. Each successive level includes the materials and activities cited in the preceding level(s). Items cited are intended to be illustrative and not exhaustive. Faculty can add categories based on activities that do not neatly fall into those specific examples listed below. Exceptional achievement (with regard to quality and quantity) in individual items listed as evidence of satisfactory or significant accomplishment may be considered as evidence of significant or superior accomplishment.

1. Evidence of **satisfactory** performance in the area of service may include but is not limited to the following:

    a. Recruiting at the secondary and/or college level.
    b. Service other than committee assignments and area responsibilities.
    c. Directing, membership in, or performance with a church choir or community musical group or organization.
    d. Adjudicating music contests or festivals.
    e. Building collections for Booth Library.

2. Evidence of **significant** performance in the area of service may include but is not limited to the following:

    a. Providing service to the department through committee assignments.
    b. Acting as a consultant, clinician, guest soloist, or guest conductor in one's field of expertise in a way that will promote the Department, College, and/or University.
    c. Participating in evaluations by accreditation associations.
    d. Evidence of significant recruitment activity.
    e. Advising any student organization.
    f. Building major collections for Booth Library.
    g. Receiving funding, such as a Jaenike Access to the Arts grant.
    h. Coordinating guest lectures for a department, college, or university audience.

3. Evidence of **superior** performance in the area of service may include but is not limited to the following:

    a. Acting as chair of a departmental committee with a demonstrative record of accomplishment.
    b. Membership on any elected or appointed college or university committee, board, or council.
    c. Acting as chair, vice-chair, or secretary of a college committee.
    d. Acting as chair, vice-chair, or secretary of any major university committee.

e. Service to the Union as an elected or appointed representative.
f. Serving on state, regional, or national committees.
g. Serving as an officer or board member for a professional music organization.
h. Evidence of successful recruitment.
i. Advising a professional or recognized student organization.
j. Awards for excellence in service.
k. Evidence of significant fundraising.

B. Methods of Evaluation (Service)

1. To meet the minimum departmental standards in this area, a faculty member will document accomplishment, to which evaluators will apply the criteria of **satisfactory**, **significant**, or **superior** performance. Accomplishment will be assessed both qualitatively and quantitatively.

2. In addition to reviewing documented materials submitted by candidates, the DPC may request (with the knowledge and consent of the candidate) written statements attesting to the quality of the submitted materials.

3. Before the DPC submits its final recommendation to the Chair, the candidate and the DPC may meet to discuss the submitted statements and materials. The meeting may be requested by the faculty member or the DPC.