

# EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

## MEMORANDUM

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Provost and Vice President for Academic Affairs

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To: James K. Johnson, Dean, College of Arts & Humanities  
Date: September 29, 2008  
Subject: DAC Revision Approval; Department of Music

Consistent with Article 8.7.c. of the 2006-2010 EIU-UPI Unit A Agreement (Agreement), the attached revised statement of Departmental Application of Criteria (DAC) is approved. This approval is consistent with your recommendation and is effective for evaluations commencing in January, 2009. As always, any reading of the DAC shall be consistent with the Agreement or its successor agreement(s).

The process for the review and revision of the DAC is intended to be collaborative among the department faculty members, the chairperson, the dean and the Provost. In that spirit, I wish to offer some observations which I would ask that you discuss with the Department:

1. First, I note with appreciation that the Department Chair provided a summary of the revisions encompassed by the proposed DAC along with his recommendations. One would think that this would be standard procedure, but, that has not been my experience. I also appreciate the department removing text from the DAC that paraphrased contract language and replacing it with referencing statements.
2. I note in the paragraph immediately preceding the heading "Evaluation Criteria and Procedures" that the DAC restricts the evaluation of annually contracted faculty to teaching/performance of primary duties. While it is true that annual evaluation of annually contracted faculty are limited to the area of teaching/performance of primary duties, 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. This should be made clear in the DAC.
3. Reference to the DPC and the Chair in various places in the DAC (e.g. I.B.1.d., I.B.1.e., I.B.3.a., etc.) should not be consider exclusive of other contractually prescribed evaluators.

4. With regard to the evaluation of technology-delivered course sections (I.B.1.f.), the Office of Assessment and Testing has a secure confidential online student course evaluation option that is equivalent to the traditional paper bubble forms.
5. As was noted during the previous DAC review and revision cycle (see DAC Revision Review Memo dated March 30, 2004), requiring classroom visitations by a member of the DPC, may extend the duties of the DPC contrary to Article 8.8.a. of the Agreement.
6. Contractually, teaching/performance of primary duties is of greatest importance among the three areas of evaluation. The department should provide a statement in the DAC indicating the relative importance of research/creative activity and service. This indication should be considered from the perspective of the department's aspirations relative to the University's first choice and top of class goals and objectives.

Thank you for your conscientious work during the DAC revision process. It is very much appreciated as is the engagement of the Department of Music in the discussion and consideration of the DAC revision. The department is encouraged to continue to include in its various discussions the academic goals that have been articulated for the University.

attachments: Revised DAC; Department of Music

cc: Chair, Department of Music (with attachments)

# Music Department Departmental Application of Criteria, 2006-2010

Approved by the Music Faculty 8 Nov 2007

## General Statement

Evaluations will be conducted in accordance with the terms of the *EIU/UPI Agreement (2006-2010)* and according to the standards and procedures outlined in this document.

Unit A:

Details of the evaluation procedures may be found in article 8.9 of the 2006-2010 *EIU/UPI Unit A Agreement*.

Unit B:

Details of the evaluation procedures may be found in article 8 of the 2006-2010 *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.

## 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 three (3) or more credit units per academic year 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 considered to be illustrative and not exhaustive. 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 advisee evaluations, and/or other supporting documentation.
  - e. Satisfactory course outlines, syllabi, and handouts.
  - f. Appropriate methods of evaluating student knowledge and skills.
  - g. Coaching a student who is entering a local competition such as Honors Recital or the Concerto competition.
  - h. The teacher's students/ensembles perform on departmental division and general recitals.
  - i. Attending teaching-related conferences, workshops, seminars, or lectures (e.g., Writing Across the Curriculum).
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 advisee evaluations, and/or other supporting documentation.
  - 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.
    - 1) The teacher's students are Concerto Competition finalists or Honors Recital participants.
    - 2) The teacher's students/ensembles perform professionally on a regular basis in area venues (i.e. churches, orchestras, or clubs).
    - 3) The teacher's students/ensembles are accepted into national summer study/performance programs.
  - g. Utilization of teaching supplements, such as guest lecturers, films, videotapes, etc.
  - h. Academic presentation of specialty area to groups outside of the department.
  - i. Teaching and/or coordinating supplemental learning experiences such as field trips and performance seminars.
  - j. Taking courses related to teaching.
  - k. Directing independent studies at the undergraduate level.
  - l. Serving on a graduate student's examining committee.
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 advisee evaluations, and/or other supporting documentation.

- e. Coaching a student who is entering a national competition such as MTNA or a Young Artist Competition.
- f. The teacher's students/ensembles demonstrate a superior level of achievement.
  - 1) The teacher's students/ensembles are finalists or prize winners in regional, state or national auditions/competitions.
  - 2) The teacher's students/ensembles are invited to perform for a state or national event.
  - 3) The teacher's students/ensembles perform professionally on a regular basis in a leadership role in area venues (i.e. churches—directors, orchestras—titled positions).
  - 4) The teacher's students/ensembles receive scholarships to national summer study/performance programs.
- g. Directing independent studies at the graduate level.
- h. Directing masters' degree theses.
- i. Pursuing an advanced degree in the field.
- 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 Arts and Humanities curriculum committees.
- l. Teaching Honors courses.

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

The Music Department Personnel Committee (DPC) shall use information from student evaluations (objective and narrative), peer evaluations (narrative), faculty activity records, assignment of duties forms, and course-related documents (syllabi, tests, etc.) as well as direct class visitation by the DPC to measure teaching effectiveness. Chair and peer evaluations will be given a higher priority in the evaluation process than student evaluations. For assigned duties other than research or sabbaticals, constituent groups shall be provided with the opportunity to evaluate the employee as appropriate.

##### 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 teaching in each class, ensemble, and private studio lesson, each academic term.
- c. Each faculty member will permit his/her 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, 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 and reviewed by the DPC and the Chair.

- 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 the DPC and the Chair in assessing the evaluations.
- 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 during an evaluation period determined and announced by the DPC. 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 during an evaluation period determined and announced by the DPC.
- 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. Failure to meet a standard in peer evaluations will not, in itself, be grounds for denial of a personnel action.
- i. Peer evaluations for distance learning courses will address technological and pedagogical aspects of the course.

## 3. Course Materials

- a. Candidates will provide appropriate course material (course outlines and/or syllabi, tests, examinations, course handouts, sample overhead transparencies, 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 considered illustrative and not exhaustive. 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 for a local audience.
  - e. Performance of an original composition or arrangement 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 demonstrating a variety in programming.
  - d. Performing a recital/concert for a regional audience.
  - e. Performance of an original composition or arrangement 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, regional, and/or national levels.
  - h. Performing as a primary accompanist 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. Reviewing and/or editing any journal in the field.
  - 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. Performance of an original composition or arrangement for a national/international audience.
  - h. Performance of an original composition or arrangement by a performer or 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, professional, refereed journal.

#### B. Methods of Evaluation (Research/Creative Activity)

1. To meet minimum departmental standards in this area, a faculty member will document accomplishment to which the DPC 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 illustrative and not exhaustive. 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. Serving as a division director of any of the seven divisions of the department.
  - c. Serving as an administrator of an area of study (e.g., Director of Jazz Studies).
  - d. Acting as a consultant, clinician, guest soloist, or guest conductor in one's field of expertise in a way that will advance the mission of the University.
  - e. Participating in evaluations by accreditation associations.
  - f. Evidence of significant recruitment activity.
  - g. Advising any student organization.
  - h. Building major collections for Booth Library.
  
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.
  - b. Membership on any elected or appointed school or university committee, board, or council.
  - c. Acting as chair, vice-chair, or secretary of a College of Arts and Humanities 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.

B. Methods of Evaluation (Service)

1. To meet the minimum departmental standards in this area, a faculty member will document accomplishment, to which the DPC 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.