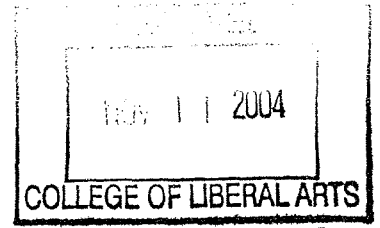


To: Selase Williams, Dean, CLA
From: Rod Butler, Music Dept.
Date: Nov.11, 2004
Subject: Departmental RTP Criteria



Selase,
Please find attached the requested revision of our departments RTP criteria. I think you will find a much more detailed format and very clear explanations given the nature of our discipline.
As these were produced under very quick timelines, the department intends to undertake further thoughtful review and possible refinement of this document.

Please contact me should you have any questions,

Rod Butler, Music Department

MUSIC DEPARTMENT CRITERIA FOR RETENTION, TENURE AND PROMOTION

The mission of the CSU Dominguez Hills music department is to serve as a center for undergraduate programs in general music, music performance, and music education, while also providing instruction in music composition and music history for music majors, as well as instruction for general education and liberal studies students. In support of this mission, the department seeks to maintain a faculty of significant pedagogical competence, musical attainment and professional prominence who are committed to teaching, musical performance, and scholarly activity, and who demonstrate initiative, cooperation and dependability. The following gives the policies and procedures that the Music Department will apply when evaluating its faculty members for Retention, Tenure, and/or Promotion (RTP).

Evaluation of Tenure-Track Faculty

The department will evaluate faculty members with respect to three basic categories: teaching, scholarship, and service. The department will judge a faculty member worthy of retention, timely tenure, or timely promotion only if the faculty member demonstrates sufficient achievement in all three categories. For a faculty member to earn a departmental recommendation for early tenure or early promotion, he or she must not only demonstrate sufficient accomplishment in **teaching**, but show exceptional achievement in at least one **additional** category. In both teaching and scholarly performance, the program will naturally emphasize interdisciplinary achievement, consistent with the nature of the program.

A. Evidence of Teaching Performance

The Music Department follows the University in giving teaching effectiveness the highest priority as an RTP criterion. In its effort to determine the teaching effectiveness of faculty under review, the department will:

- 1) Review and analyze both the statistical summaries and the written comments from students on the Perceived Teaching Effectiveness (PTE) forms for the courses that the faculty member has chosen for inclusion in the personnel action file.
- 2) Review and evaluate representative materials that the faculty member has given to students, such as: syllabi, examinations, homework assignments, writing assignments.
- 3) Review the grading criteria that the faculty member has established for courses.
- 4) Consider the faculty member's self-assessment of teaching effectiveness and efforts to address concerns, if any, raised by previous evaluations or by student responses in the PTE forms.
- 5) Consider the faculty member's ongoing professional development, including evidence of regular revision of courses, the development of new courses, and the development and implementation of new and innovative approaches in teaching methodology and material (including the development and continued application of educational technology for the department).
- 6) Consider any other indicators of the quality of the faculty member's teaching. This might include, for example, peer evaluation of a class session (requested by the faculty member under review); consideration of the quality of the achievement of the candidate's students either in classroom situations or in public performance.
- 7) Consider, using the above indicators, the ability of the faculty member under review to construct imaginative, rigorous, and well-informed interdisciplinary courses.

For faculty teaching in the area of applied music and performance activity, evaluation will

- 1) assess the faculty's ability to determine the level and skill of individual students or ensembles, and

- 2) assess the faculty's ability to enable students and/or ensembles to reach their potential through selection of appropriate repertoire and teaching techniques.

These areas will be judged through observation of lessons or rehearsals as well as assessing the quality of student performances evidenced by juries, master classes, recitals, public concerts, and student evaluations.

The following kinds of information can provide further important evidence of teaching effectiveness:

- 1) Solicited or unsolicited letters from peers in the field or from present or former students;
- 2) Success of former students;
- 3) Evidence of the development of initiatives in curriculum and program development

A faculty member who meets standard department expectations with respect to demonstrated achievement in teaching, in the opinion of the department, deserves retention, timely promotion or timely tenure, as appropriate for that faculty member. Guidelines for evaluating teaching effectiveness:

- 1) **Excellent:** Evidence of highly meritorious teaching (consistently better than average) that is documented in more than one way (peer evaluations; student evaluations; course development; student accomplishments, etc.)
- 2) **Good:** Evidence of meritorious teaching that is documented in more than one way (peer evaluations, student evaluations, course development, student accomplishments, etc.)
- 3) **Satisfactory:** Evidence of adequate teaching.
- 4) **Unsatisfactory:** limited or no involvement in the activities which comprise good teaching; unsatisfactory student and/or peer ratings of teaching; performance that does not support continuation of one's appointment.

The department may decide to argue against retaining, tenuring, or promoting a faculty member who consistently proves deficient in any of the above considerations.

B. Evidence of Scholarly and Creative Activity

Full-time faculty are expected to be professionally active in their individual fields as scholars and/or performers. They are expected to engage in a continuing program of research and creative activity – in a wide range of pursuits including but not limited to composing, performing, conducting and scholarly research, disseminated to an audience beyond the university. The department will consider the following types of scholarly and creative activity when evaluating a faculty member. These lists are exemplary rather than exhaustive.

1. **Publications.** This would include such published works as: author, co-author or editor of a book or an article in a refereed journal; an article in a proceedings of a conference; a contribution to an anthology; editorial notes to a text, and so on. The department will also consider scholarly and creative work produced in forms other than written publication, such as (when appropriate to the specialization) digital and media arts, and performances. On a related note, the department will consider the faculty member's other contributions to publications and related organizations, such as serving on an editorial board or acting as a referee.
2. **Performances.** This would include appearance as a guest conductor or clinician; performance by non-CSUDH personnel of a composition or arrangement; commissioned compositions or performance; published compositions and arrangements; performance of a solo or chamber recital; performance with a professional ensemble; regular accompanying; visible presence as a performer on and off campus; presentation of a lecture-recital; published recordings (audio and/or video).
3. **Participation at Professional Conferences.** This would principally include such things as: participation in a professional conference as a speaker, presenter, performer, or panelist. Attendance at professional conferences, chairing sessions at professional conferences and the like would be considered as forms of participation.

4. **Manuscripts in Progress.** This would include work either under review or undergoing preparation for review. The program will consider manuscripts and other works in progress as evidence of the faculty member's activity.
5. **Other Research in Progress.** This would include such things as: pursuing research through a grants and fellowships; conducting sabbatical-based research; taking part in seminars; preparing research proposals, and the like.
6. **Activity in Professional Organizations.** This would include such things as holding an office or serving on a committee within state, regional, national or international professional organization, or (less importantly) membership in professional organizations; hosting/planning for conferences and conventions
7. **Other Professional Contributions.** This would include such things as: giving an invited colloquium or other presentation; receiving an award within the academic discipline; earning relevant credentials or licenses; organizing a conference, colloquium, symposium or workshop, and so on.

The significance of the work will be determined by taking into consideration:

1. The prestige and visibility of the publication, recording, presentation, or performance;
2. The forum (local, regional, national, international) of the publication, recording, presentation, or performance.
3. The selection process for the publication, recording, presentation, or performance (peer review or invitation);
4. Evidence of ongoing peer recognition as a performer or scholar (such as repeated invitations to perform or present; evidence of publication or distribution of compositions/arrangements; reviews of published work or recorded performances; significant prizes and awards).

A department member who meets standard departmental expectations with respect to demonstrated achievement in scholarly and creative activity, in the opinion of the department, deserves retention, timely promotion or timely tenure, as appropriate for that faculty member. Guidelines for evaluating teaching effectiveness:

1. Excellent: evidence of sustained and highly meritorious research/creative activities in multiple forums of regional, national or international significance.
2. Good: evidence of ongoing meritorious research/creative activity culminating in performances, presentations, publications of regional, national or international significance.
3. Satisfactory: evidence of adequate continuation of a program of research and/or creative activity including performances, presentations, or publications of local or regional significance.
4. Unsatisfactory: little or no research/scholarly/creative activity - characterizing performance that does not support continuation of one's appointment.

The department may decide to argue against retaining, tenuring, or promoting a faculty member who does not provide sufficient evidence of scholarly and creative activity.

C. Evidence of Effective Service within the Institution and Community

The successful faculty member contributes to the department, the University, the profession, and the community at large. Meaningful academic and co-curricular service can of course take many forms. The following lists merely suggest a few of the possibilities of what would count as appropriate types of service.

Departmental Service

- Serving on department committees
- Serving as department chair
- Faculty adviser on campus to professional associations, honorary organizations and other student organizations
- Development of special materials such as brochures, handbooks, and fliers.

- Recruiting activities

Campuswide Service

- Serving on College- or University-level committees and task forces
- Service as a representative of the university
- Serving as an Academic Senator
- Undertaking special responsibilities at the school, college or university level.
- Bringing in grant money

Community Service (Community, State and Region)

- Membership on committees and commissions at the international, national, state, and local levels in a professional capacity
- Holding office in a community organization
- Consulting for community groups within one's field of expertise
- Coordinating symposia, workshops and the like for the public
- Service as a clinician, guest conductor, consultant, or adjudicator
- Giving a public lecture – professional presentation – to community groups

A faculty member who meets standard department expectations with respect to demonstrated achievement in service, in the opinion of the program, deserves retention, timely promotion or timely tenure, as appropriate for that faculty member. Guidelines for evaluating service activity:

1. Excellent: Outstanding participation in service-related activities to the institution, the public, and the profession. These activities involve a significant time commitment and reflect the faculty member's leadership role. Excellent service may differ from good service not only in time commitment, but also in the significance of the activity to the institution, state, or profession.
2. Good: Admirable participation in service-related activities to the institution, the public, and/or the profession. These activities involve a significant time commitment and reflect the faculty member's leadership.
3. Satisfactory: Adequate participation in service-related activities to the institution, the public, and/or the profession.
4. Unsatisfactory: Little or no involvement in department, college or university activities. Little or no involvement in off-campus service activities. Performance that does not support continuation.

The department may decide to argue against retaining, tenuring, or promoting a faculty member who does not provide sufficient evidence of service to the program, campus, profession, and/or community.

Drafted November 10, 2004

February 24, 2004

To: CAS Dean's Office
From: Rod Butler, Music *R.B.*
Re: Departmental Review Standards

Departmental Faculty Review Standards

I. Retention and Promotion Standards

The Music Department uses the WPAF as the starting point for all evaluations. In addition, we have a three-tiered process which includes a self-assessment, a peer assessment and a cumulative assessment which includes student evaluations.

- A. Self-Assessment: this allows the faculty person a chance to reflect on their performance in order to facilitate constructive dialogue with others about their teaching, creative or research activities, and service. Probationary faculty would develop this document about one semester before peer review. (Tenured faculty would develop this about one year before post-tenure review).
- B. Peer Review: this provides faculty members with useful feedback from their peers which identifies their strengths and weaknesses and areas for improvement along with specific suggestions wherever possible. At least one classroom visitation by each member of the team should occur. A peer review for a probationary faculty member would occur every two years. (Peer review for tenured faculty should occur at least one semester prior to their 5 year review). The peer review team will consist of at least three faculty members with two selected from the department and if possible a third from outside the department. The peer review team will produce a report that will be discussed with the faculty member and will be forwarded along with a response from the faculty member to the chair to be incorporated into the cumulative review.
- C. Cumulative Review: this should be prepared by the department head and should reflect the entire scope of the faculty member's role in the department including courses taught, teaching effectiveness (student evaluations), risks and successes inherent in innovative teaching methods, and commentary from the peer review as well as commentary on other related activities.

II. Additional Standards Related to Tenure

- A. Demonstrate (through course materials and PTE's) currency in the field and continued commitment to teaching excellence.
- B. Demonstrate high standards of scholarship through professional performance, creative activity and/or publications. Publication in music includes performance, electronic publications, and media distribution.
- C. Demonstrate continued service to the institution through campus committees, organizations, and/or professional organizations relevant to their field that have departmental impact. This could also include, but not be limited to, service to the campus and other activities that enhance the quality of campus life.