
Approved Department Tenure/Recontracting criteria

Weighing of Criteria-Tenure and Recontracting Department of Music

The Department of Music utilizes the following criteria, drawn from the Tenure and Recontracting Memorandum of Agreement, in the following order of importance: teaching effectiveness, creative and scholarly activity/professional development, contributions to the university community, contributions to the wider and professional community.

Consideration shall be given to all members who include an impact statement in their package and whose review falls within the period where the pandemic may have had an impact on their performance in any of the three areas.

1. Teaching Effectiveness

Facilitating and leading student learning is of central importance to the Department of Music's mission. Criteria for the evaluation of a candidate's teaching effectiveness *includes but is not limited to:*

- planning and preparation
- instructional methodology
- assessment of student learning
- providing feedback to students
- maintaining currency and relevancy of course content
- enthusiasm
- knowledge of content /musicianship
- interpersonal and communication skills
- creating or improving teaching facilities such as a lab
- reflection

Evaluation of a candidate's teaching effectiveness is accomplished through student evaluations and peer observations. The Department of Music often utilizes a custom student evaluation form that accommodates the wide variety of instructional settings within the department. Evaluations can be administered by tenured-track faculty in class during the last five weeks of the semester or be administered online. Which evaluation form/process the candidate uses is up to the candidate. In addition, online evaluations are utilized for online courses. Peer observations are conducted by tenured faculty from within the department, at the invitation of the candidate.

Department of Music Faculty members are also encouraged to seek and sustain other activities that positively impact on their Teaching Effectiveness which may include, but not be limited to the following types of activities:

- Faculty courses (in person and/or online), certificate courses, and/or workshops offered by the RU Faculty Center for Excellence in Teaching and Learning, or similar organizations/offices/divisions
- Online courses, and/or certificate courses, and/or workshops from institutions, organizations or centers such as the National Center for Faculty Development and Diversity, the RU Division of Diversity, Equity, and Inclusion

- Faculty Learning Communities, from RU or otherwise
- Faculty Center Magna Mini-Series
- Short, Medium or Long-term courses focused, but not limited to, development of Teaching, and/or Technology, and/or Research, and/or Applications to Classroom, and/or Course Development, and/or Online Teaching tools

2. Scholarly and Creative Activity (Associate Professor)

The type and nature of scholarly and creative work produced by Department of Music faculty will vary widely since the nature of positions within the department is diverse. The department recognizes that a faculty member's scholarly and creative work should flow from the nature of their position and musical background. The department embraces this diversity of work and values scholarly and creative work as being central to the mission of the department. This document is specifically prepared for Vanessa L. Bond, Associate Professor of Music Education.

For Music Education faculty, the primary focus of scholarly activity is the publication of research and scholarly articles in peer-reviewed journals or other scholarly products, and the presentation of peer reviewed conference sessions. While peer reviewed presentations are valued, these are not weighed as heavily as publications. Collaborative scholarship is acceptable; however, the candidate's work should demonstrate an independent scholarly agenda. Candidates should provide clarity within their packets about their role within collaborative projects.

Music Education faculty members' work should be focused in peer-reviewed publications and peer-reviewed presentations, but may be supplemented by creative activity which may included but not be limited to the following types of work:

- presenting practitioner workshops for regional or national conventions and meetings
- publishing invited book chapters for edited books
- conducting regional or national festival ensembles
- directing or conducting concerts, theatrical shows, or festivals
- guest lecturing for other departments/institutions on clinical/scholarly expertise
- teaching music in settings outside of collegiate teaching responsibilities

Peer review of Creative Activity

Some areas of creative activity do not have a formal peer-review process. In these cases, candidates for tenure and recontracting will be responsible for initiating external reviews through the CPA External Review process. The College will fund up to five external reviews per year, per candidate. (Additional review requests will be considered based upon the situation and available funding). The candidate will submit suggestions for three to five peer reviewers who have expertise in the field and are able to provide an objective report to the department committee. The department committee will verify the reviewer list (according to expertise and objectivity) and forward it to the Dean's Office. The Dean will select the reviewer. When possible (depending on the form of review) the process will remain blind (i.e. the candidate will not know which reviewer was selected). The format of review will vary according to the type of creative activity. In some instances, this will require the reviewer to attend a live performance. In others, a creditable review may be feasible through the review of a recording, file, or other artifact. The candidate will propose the format of the review subject to verification by the department T&R committee and approval by the Dean.

Review Format

The format of review will vary according to the type of creative activity. In some instances, this will require the reviewer to attend a live performance. In others, a creditable review may be feasible through the review of a recording, file, or other artifact. The candidate will propose the format of the review subject to verification by the department T&R committee and approval by the Dean.

Candidates should construct their packets to provide reviewers the ability to directly evaluate the caliber of work, as well as to provide external response/review to the work. Collaborative works are acceptable.

All candidates should seek external funding to support and enhance their creative and scholarly work. Evaluation of external funding will not be based upon the amount of financial support received, but rather as contextual commentary upon the candidate's ability to conduct a long-term agenda of independent scholarly and creative work.

3. Contribution to the University Community

Candidates are expected to participate in and support the operation of the department, college, and university, through activities including but not limited to:

- service on department, college, and university committees
- participation in departmental program planning, revision, and evaluation
- participation in departmental efforts to recruit students

Expectations for service increase through the tenure process, as candidates secure and expand their role as members of the university community.

4. Contribution to the Wider and Professional Community

The Department of Music also seeks to lead and serve the broader musical community. Candidates are expected to engage and lead in the professional through activities that *include but are not limited to*:

- membership, participation, and leadership in professional organizations
- participation in, and leadership of conferences
- providing in-service support for K-12 music teachers
- publication of practitioner articles in non-peer reviewed trade journals and presentations at state level conferences
- outreach to schools and other educational organizations
- building relationships with music organizations, PK-12 teachers, musical instrument manufacturers, and/or retailers in the region