

**ASPT POLICY STATEMENT**  
***SCHOOL of MUSIC***

Calendar Year 2023

**I. General Policies**

- A. The School Faculty Status Committee (SFSC) of the School of Music shall operate under policies of the Board of Trustees of Illinois State University and within the framework of the Appointment, Salary, Promotion and Tenure Policies as approved by the Academic Senate, and in accordance with the Wonsook Kim College of Fine Arts (WKCFA) ASPT Standards.
- B. Each person whose appointment is in the School of Music shall be eligible to participate in SFSC matters if he/she is on a full-time probationary or tenured appointment, with the rank of Assistant Professor, Associate Professor, or Professor.
- C. All information regarding individual faculty members shall be handled in a confidential manner.
- D. The SFSC will evaluate each member of the committee with that member absent from all discussions and deliberations.

**II. Committee Membership**

- A. There will be six members on the SFSC, five tenured or probationary elected faculty members and the School Director, who is an ex officio voting member and chairperson of the committee. A majority of the committee must be tenured (3 of the elected members). Ties in voting on committee matters are broken through continued discussion resulting in a change of vote from one side or the other.
- B. Representation on the SFSC will include one member from each of the following areas of instruction in the School of Music: Choral/Vocal, Musicology/Ethnomusicology/Theory/Composition/Music Business/Creative Technologies, Music Education/Music Therapy, Wind/Percussion, and Keyboard/Strings. (The areas are combined in this manner only for SFSC purposes.) Faculty members with teaching responsibilities in more than one of these areas will be assigned by the Director in consultation with the SFSC to one primary area.
- C. The Music Office will prepare a list of all eligible faculty in each area and provide ballots for the vote. One eligible faculty member from each area listed above will be elected to the SFSC no later than May 1 by secret ballot. All faculty members with tenure or probationary appointment are

eligible to vote.

- D. A person may be elected to no more than two consecutive terms. After the lapse of one year, the person is again eligible for election.
- E. Two or three members shall be elected for staggered terms. Their duties shall commence with the start of the Fall Semester. In case of a vacancy, a special election shall be called by the Director to elect an appropriate representative to complete the unexpired term.
- F. As stated in the *ISU Faculty ASPT Policies*, Section V. A. 2.: “An untenured faculty member shall not be elected to a term that coincides with the year in which the DFSC/SFSC is considering the individual for tenure.”
- G. As stated in the *ISU Faculty ASPT Policies*, Section I. B.: “No persons at any level may participate in deliberations regarding their own evaluations or those of spouses or other relatives by law or consanguinity.”
- H. If any of the areas within the School of Music have no faculty eligible for election to the SFSC, the term is to be filled by the election of an eligible faculty member chosen from a list of all eligible School of Music faculty.

### **III. SFSC Responsibilities**

- A. The SFSC will develop policies and procedures for appointment, reappointment, performance evaluation, promotion, tenure, and post-tenure review with input and approval by the majority of eligible School faculty by January 1 of the year in which the policies and procedures take effect.
- B. The SFSC will develop policies and procedures for allocation of monies devoted to performance-evaluated salary increments and salary equity adjustments with input and approval by the majority of eligible School faculty by January 1 of the year in which the policies and procedures take effect.
- C. The SFSC will distribute its policies and procedures in writing to each School of Music faculty member.
- D. The SFSC will submit its policies and procedures in writing to the College Faculty Status Committee (CFSC) for approval.
- E. The SFSC will conduct pre-tenure appointment reviews.
- F. The SFSC will conduct summative reviews for performance-evaluated

salary increments, promotion, tenure, post-tenure evaluations, and dismissal.

- G. The SFSC will make recommendations regarding faculty contracts, appointments, reappointments, and non-reappointments, performance evaluations, salary adjustments, promotion, tenure, and dismissal.
- H. The SFSC will provide opportunities for tenure and promotion candidates to meet with the SFSC to discuss intended SFSC recommendations before submitting its recommendation to the CFSC.
- I. The SFSC will inform faculty in writing of the SFSC decisions regarding promotion and tenure.

**IV. Appointment**

- A. The Director of the School of Music will appoint a search committee that is representative of the School, but which will include at least one faculty member from the actual area (or a closely related area, if necessary) in which the appointment is to be made. The Director will also appoint a chair of the search committee. The search committee will function separately from the SFSC, but may have overlapping membership.
- B. The search committee will recruit potential faculty members in accordance with equal opportunity policies followed by the University. Members of School of Music search committees are required to review all application materials (sometimes referred to as “credentials”) of all applicants in order to make an informed decision.
- C. Candidates will be expected to visit the campus, and be interviewed by the Director (or the Director’s designee) and the search committee. Until candidates are named for on-campus interviews, all applications will remain confidential within the search committee. Candidates’ credentials will be available for review by all music faculty members at the time of the on-campus interview.
- D. The search committee is responsible for checking relevant references prior to making a recommendation in a manner consistent with search committee best practices and policies.
- E. The search committee will forward to the Director its recommendation for appointment of new faculty members.
- F. As stated in the ISU Faculty ASPT Policies, Section VI. B.: “All tenured and tenure-track faculty members shall be given an opportunity to review candidates’ credentials. All tenured faculty members shall be given an opportunity to respond to the proposed appointment on the

Recommendation for Academic Appointment form. Initial appointments of probationary or tenured faculty members shall ordinarily have the approval of the majority of all DFSC/SFSC members and the majority of the tenured faculty members of the Department/School. Ordinarily, faculty are appointed on a probationary basis (see IX) but on occasion can be appointed with tenure.”

- G. The Director of the School of Music, after consulting with the SFSC and tenured faculty members, will make appointment recommendations to the Dean. Recommendations will include rank, salary, and the period after which a probationary appointee must be considered for tenure.
- H. The Dean will make appointment recommendations to the Provost who approves appointments, salary, and rank for all faculty members.

**V. Reappointments and Non-reappointments**

- A. Full time probationary faculty members will be notified of reappointment or non-reappointment no later than March 1 of the first year of service, and no later than February 1 of the second year of service.
- B. Probationary faculty members with more than two years of service must be notified of non-reappointment at least 12 months prior to the termination of appointment.

**VI. Performance Evaluation**

- A. As stated in the ISU Faculty ASPT Policies, Section VII.B.: The Director shall communicate to all faculty members in writing and in a timely manner, prior to the start of advanced course registration, the courses they are expected to teach. In the annual assignment letter that each faculty member receives by August 15, the Director shall specify the proportion of time commitment expectations for teaching, scholarly and creative productivity, and service. This document shall also include what service duties and courses are tentatively assigned to the faculty member. The Director should also clarify and communicate in writing what service responsibilities are considered part of an administrative assignment, are remunerated through administrative pay, or are given an approved course release.
- B. On or before January 5th of each year, all faculty are required to submit a concise prose or outline summary of their accomplishments for the SFSC to review. In each case the report should clearly categorize the activities according to School and University definitions of teaching, scholarly/creative productivity, or service. A current curriculum vitae and appropriate supporting materials must be submitted as part of the report.

- i. Faculty may include an optional statement addressing the ways in which the pandemic affected their teaching, research, and service, such as canceled engagements and research travel, radical course revision, professional development, or IT problems. Alternately, faculty may instead write about such professional impediments in the traditional narrative statements on teaching, research, and service.
- C. A member of the SFSC will ordinarily observe the teaching of each faculty member for at least one class period each year. At the start of the fall semester, the SFSC will determine which of its members will observe the teaching of each probationary and tenured faculty member. The choice of classes to be observed must be made with the approval of the faculty member being observed and may be arranged via in-person observation, Zoom observation, or video recording. For in-person and Zoom observations, the date and time of the observation will be known to the faculty member in advance.
- D. The member of the SFSC assigned for observation of teaching will also be responsible for meeting with the faculty member during the fall semester for consultation regarding that faculty member's upcoming performance evaluation. Any concerns about the process, the proper preparation of materials, or any special circumstances regarding the faculty member's work can be discussed with the SFSC member at this time.
- E. As stated in the *ISU Faculty ASPT Policies*, Section V. C. 2. d. "In support of any of these evaluative activities, the DFSC/SFSC shall collect information from each faculty member that includes, but shall not be limited to, systematically gathered student reactions to teaching performance. The anonymity of students shall be preserved as far as possible." Student opinion forms for every course will be distributed following the procedures given in Section XII of this document.
- F. The annual written performance evaluation shall take the form of a letter signed by all the members of the SFSC. For probationary faculty this letter shall constitute an interim appraisal of the individual's progress toward tenure. For faculty members having not attained the rank of full professor, this letter shall constitute an interim appraisal of that individual's progress toward promotion. Any SFSC member not signing a performance evaluation letter may file a minority report as described in Section IV. C. 4. of the *ISU Faculty ASPT Policies*.
- G. The performance evaluation shall enumerate specific strengths and/or weakness of each faculty member and make specific suggestions for improvement in performance if necessary. In addition to assessments of teaching, scholarly/creative productivity, and service, the SFSC shall provide each faculty member with "an overall evaluation of the faculty

member's performance in the evaluation period as either 'satisfactory' or 'unsatisfactory.' ” (Section VII. E. of the *ISU Faculty ASPT Policies*.) To earn a “satisfactory” rating the faculty member must meet or exceed the minimum standards outlined in Appendix 2 of the *ISU Faculty ASPT Policies*. The SFSC shall support their recommendations/comments.

- H. The members of SFSC will inform themselves regarding the activities of all faculty under evaluation in the areas of teaching, creative/scholarly productivity, and service.
- I. If a faculty member believes that an error has been made or some relevant factor has been ignored, he/she may initiate an appeal of a performance evaluation. If an attempt at an “informal resolution” is unsuccessful, the first step in the appeals process is a formal meeting between the appellant and the SFSC. If the problem is not resolved at this meeting, the faculty member has ten working days from the date of the performance evaluation letter to notify the Chairperson of the CFSC of the appeal. Performance evaluations cannot be appealed beyond the CFSC. For a complete description of the Performance-Evaluation Appeal process, refer to Section XVII of the *ISU Faculty ASPT Policies*.

## **VII. Salary Determination Procedures**

- A. Faculty members receiving an overall rating of “Satisfactory” performance will be given the standard increment as defined in Section XVI A. 2. of the *ISU Faculty ASPT Policies*.
- B. For the performance-evaluated increment, the SOM defines a Salary Increment Unit, hereafter referred to as a unit. As part of the annual evaluation process, the SFSC will decide how many performance evaluation units each faculty member will receive. A faculty member may be awarded up to nine (9) units as follows: up to three (3) units may be assigned for teaching activities; up to three (3) units may be assigned for research/creative scholarship; and, up to three (3) units may be assigned for service.
- C. The chair of the SFSC collects all unit assignments and calculates an average number of units for each faculty member. The units will then be weighted according to the percentage of duties assigned in the faculty assignment letter.
- D. The Director, in consultation with the SFSC, will determine if a trend of excellence in one or more areas extends beyond the current year of evaluation. Based upon the results of this review, the SFSC may award additional units to a faculty member's total.
- E. The Director shall determine if there is a case for equity adjustments.

Adjustments will be requested from the Dean where justified by the SFSC.

- F. The total salary incrementation dollars available, less 10%, will be divided by the total number of salary increment units awarded by the SOM. The result will be the dollar value for each unit awarded by the SFSC in the merit category.
- G. The remaining 10% (see E above) will be assigned by the Director in consultation with SFSC, assisting in rewarding faculty excellence where appropriate.
- H. Annual salary recommendations may not be appealed.

### **VIII. Promotion**

- A. Consideration for promotion may be requested by a faculty member or initiated by the SFSC. As stated in the *ISU Faculty ASPT Policies*, Section VIII. “Promotions are initially recommended and justified by the DFSC/SFSC.”
- B. Interim appraisals of an individual’s work must be made in writing by the SFSC through the annual evaluation letter. Faculty may request a summative review for promotion in any year of eligibility.
- C. The SFSC shall provide to the faculty all School of Music criteria for promotion.
- D. Candidates must file application materials no later than November 1. The format for the presentation of the materials will follow CFSC and Provost guidelines. (See current ASPT Standards for the College of Fine Arts and the “Application for Promotion and/or Tenure” from the Provost.)
- E. The SFSC must notify candidates of intended recommendations to the CFSC “at least ten working days before submitting these recommendations to the CFSC and provide opportunity, if requested, for the faculty member to meet informally with the DFSC/SFSC or for a formal meeting.” (As stated in the *ISU Faculty ASPT Policies*, Section VII. F.)
- F. The SFSC reports recommendations for promotion to the candidates and to the CFSC by December 15.
- G. In accordance with University ASPT guidelines, the following minimal requirements in teaching, scholarly and creative productivity, and service must be met for promotion:

#### **1. From Assistant Professor to Associate Professor:**

From the *ISU Faculty ASPT Policies*, Section VIII. F.1.:

- a. “The candidate shall possess the appropriate terminal degree in the discipline, as determined by the Department/School and the College, or sufficient stature in their field and profession, as attested to by regionally and nationally recognized accomplishments (publications, external grant awards, art shows, performances, honors, etc.) to justify waiving the requirement of an appropriate terminal degree.”
- b. “A candidate may bring in up to two years of full-time service at the rank of assistant professor at the college or university level in consideration for promotion to Associate Professor. An Assistant Professor is eligible for review for promotion in the fourth year of service. Promotion to Associate Professor may take effect in the fifth year. Faculty members who hold rank in an academic department/school but who are assigned to laboratory schools are considered for these purposes as teaching at the college or university level. (Ordinarily, promotion to Associate Professor shall not occur prior to recommendation for tenure, see IX. C. 5.)”
- c. “The candidate's continuing professional growth and professional activities should be of sufficient quality to warrant promotion to Associate Professor.”

## **2. From Associate Professor to Professor:**

From the *ISU Faculty ASPT Policies*, Section VIII. F.2.:

- a. “The candidate shall possess the appropriate terminal degree in the discipline, as determined by the Department/School and the College, and/or highly recognized stature in their field and profession, as attested to by regionally and nationally recognized accomplishments (publications, external grant awards, art shows, performances, honors, etc.) to justify waiving the requirement of an appropriate terminal degree.”
- b. “Ordinarily an Associate Professor must have served full time for at least four years as associate professor at Illinois State and have completed at least ten full-time years as a faculty member at the college or university level. Review for promotion to Professor may occur in the tenth year of service. Promotion to Professor may take effect in the eleventh year. Review for promotion to Professor would normally occur in the fourth year of service as Associate Professor at Illinois State University. Promotion to Professor may take effect the following year. Faculty who hold rank in an academic department/school but who are assigned to laboratory schools are considered for these purposes as teaching at the college or university level.”
- c. “The candidate's professional activities shall demonstrate an excellence of quality that reflects sustained past performance and is indicative of



meritorious future performance.”

- H. Two external letters of support are required to be submitted for promotion to Associate Professor or Full Professor. Additional letters (internal or external) may be included but are not required. Letters will be considered confidential and unavailable to the applicant, unless accompanied by a “waiver of confidentiality” from the author. A waiver form may be obtained from the Provost’s website.
- I. Promotion decisions may be appealed. See *ISU Faculty ASPT Policies*, Section XVII for a detailed description of the appeals process.

## **IX. Tenure**

- A. The *ISU Faculty ASPT Policies*, IX. A. 2. gives the following definition of tenure: “Recognition of the tenure concept and its rationale is provided in the Board of Trustees Governing Policy for Illinois State University and in the Illinois State University Constitution. Briefly summarized, academic tenure is an arrangement under which faculty appointments, after successful completion of a probationary period, are continued, subject to dismissal only for adequate cause, unavoidable termination on account of genuine and demonstrable exigency or elimination or reduction of an institutional program, until retirement. Termination due to financial exigency or to program elimination or reduction must be in accordance with University and Board of Trustees policies. The probationary period is that period of professional service during which a faculty member does not hold tenure and is carefully and systematically observed by colleagues for the purpose of evaluation of professional qualifications. At the end of this period, the faculty member either receives tenure or is not reappointed.”
- B. To be recommended for tenure, faculty members must serve a probationary period, as stated in their initial appointment contracts.
- C. Consideration for tenure will be initiated by the SFSC. A tenure decision will be initiated in a timely enough manner to allow final determination to occur at least one year before the end of the probationary period.
- D. The SFSC shall provide to the faculty all School criteria for tenure.
- E. Evaluation of the performance of a faculty member during the probationary period is ongoing. Annual letters from the SFSC shall address the candidate’s strengths and weaknesses that pertain to future tenure recommendations. A written appraisal of performance, including a statement of the faculty member’s potential contribution to the long-range goals of the School, will be provided every year by the SFSC to each full-

time, probationary faculty member.

- F. Candidates must file application materials no later than November 1. The format for the presentation of the materials will follow CFSC and Provost Office guidelines.
- G. A summative review of a faculty member's professional activities shall be completed at the time a tenure recommendation is made.
- D. The SFSC must notify candidates of intended recommendations to CFSC at least ten (10) working days before submitting these recommendations to CFSC and provide opportunity, if requested, for the candidates to meet with the committee to discuss these recommendations.
- E. The SFSC reports recommendations for tenure to the candidates and to the CFSC by December 15.
- F. The following statements list the primary criteria on which tenure recommendations will be based:

From the *ISU ASPT Policies*, Section IX. C:

1. "Consideration for tenure is predicated upon receipt of a terminal degree or its equivalent in the discipline, as determined by the Department/School and the College, together with other professional qualifications and accomplishments, including demonstrated teaching competence in the candidate's field of academic concentration."
2. "There must be evidence of continuing high-quality professional performance during the probationary period with an emphasis on the mutually supportive activities of teaching, scholarly and creative productivity, and service (see Appendix 2). It is also understood that the awarding of tenure carries with it the expectation for continued high-quality performance."
3. "The candidate's competencies must be in keeping with the long-range goals of the Department/School and the University if tenure is to be recommended."
4. "The candidate must have demonstrated the capability to work responsibly and knowledgeably toward the goals of the Department/School and the University."
5. "To be eligible for tenure, a faculty member should hold the rank of Associate Professor or Professor or be recommended for promotion to the rank of Associate Professor when tenure is recommended. An individual who cannot qualify for promotion to Associate Professor at the time of

tenure shall ordinarily not be considered for tenure.”

- K. Tenure decisions may be appealed. See *ISU Faculty ASPT Policies*, Section XVII for a detailed description of the appeals process.

## **X. Post-Tenure Review**

From *ISU Faculty ASPT Policies*, Section X:

“Post-tenure review can occur in one of several ways at Illinois State University. First, tenured faculty are evaluated annually (as are all faculty at Illinois State) for the purpose of yearly accountability and for assessment of merit relative to salary incrementation programs. Second, faculty members who receive an unsatisfactory performance rating, as defined by the ASPT guidelines during this annual process for any two years of a three-year period, are required to undergo a cumulative post-tenure review. Third, individual academic departments may require, as a feature of their internal ASPT guidelines, a cumulative review of all tenured faculty on a recommended three- to five-year cycle. Finally, tenured faculty members may wish to voluntarily submit their dossiers for a cumulative post-tenure review at certain junctures of their careers.”

(See also Section X of the *ISU Faculty ASPT Policies* for a detailed description of the post-tenure review process.

The School of Music conducts post-tenure reviews of all tenured faculty on an annual basis. Ordinarily the annual narrative and supporting materials will meet the requirements for post-tenure review submission. A faculty member may submit a cumulative post-tenure dossier according to *ISU Faculty ASPT Policies*.

Post-tenure reviews may be appealed. See *ISU Faculty ASPT Policies*, Section XVII for a detailed description of the appeals process.

## **XI. Termination of Appointment**

### **A. Probationary Faculty:**

From *Faculty ISU ASPT Policies*, Section XI. A.:

1. “A recommendation for the non-reappointment of a faculty member during the probationary period must follow the regulations of the Board of Trustees. Recommendations for non-reappointment prior to a tenure decision shall be made by the DFSC/SFSC in consultation with the Dean and the Provost. The Chairperson of the DFSC/SFSC shall communicate the recommendation of non-reappointment in writing to the faculty member, the Dean, and the Provost. Non-reappointment can also be the

result of a negative tenure recommendation. Official notices of non-reappointment, whether issued prior to a tenure decision or as a result of a negative tenure decision, are issued from the Office of the Provost.”

2. “Notice of termination shall be given not later than March 1 of the first academic year of service; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination; not later than February 1 of the second academic year of service; or, if the appointment terminates during an academic year, at least six months in advance of its termination; at least twelve months before the termination of an appointment after two or more years of service.”

**B. Tenured Faculty:**

From *ISU Faculty ASPT Policies*, Section XI. B.:

1. “Dismissal of a tenured faculty member may be effected by the University for such adequate causes as lack of fitness to continue to perform in the faculty member’s professional capacity as a teacher or researcher; failure to perform assigned duties in a manner consonant with professional standards; malfeasance; or demonstrable University financial exigency or program termination. See ISU Constitution, Article III, Section 4, Termination of Appointment by the University.”

2. “Procedures and standards for dismissal shall be according to University policies approved by the Academic Senate which should adhere to the principles set forth in the American Association of University Professors’ documents (as of January 1, 1999) regarding principles of academic freedom and tenure and procedural standards in dismissal proceedings. See Articles XII and XV for detailed procedures and standards regarding dismissal. These standards will apply regardless of whether the dismissal is proposed on disciplinary grounds or otherwise, unless covered by Illinois State Constitution Article III Section 4.B.3.

3. “The standard for dismissal of a tenured faculty member is that of adequate cause. The burden of proof shall be upon the institution. Negative performance-evaluation ratings shall not shift the burden of proof to the faculty member (to show cause why the faculty member should be retained). Evaluation records may be admissible but may be rebutted as to accuracy.”

4. “A dismissal may be recommended when continuing unsatisfactory performance suggests a lack of fitness or failure to perform in a faculty member’s professional capacity as a teacher or researcher. When continuing and cumulative unsatisfactory performance might constitute grounds for initiating a dismissal proceeding, the policies and procedures provided in Article XV will apply, even though the grounds for dismissal

for cause are not viewed as discipline for misconduct but rather as performance-related.”

5. Regarding all matters pertaining to disciplinary actions, the School of Music will follow policies set forth in the *ISU Faculty ASPT Policies* and by the Wonsook Kim College of Fine Arts CFSC.

## **XII. Student Perceptions of Teaching Effectiveness**

The School of Music adheres to the policy regarding student input on teaching effectiveness as passed by the Academic Senate, which is stated as follows:

“Student input shall be one of several factors considered when a department Faculty Status Committee makes decisions regarding faculty members’ professional performance. Evaluations shall include blank space on which students may make additional comments in all departments where additional space has not been provided.”

The “Student Perceptions of Teaching Effectiveness” forms used by the School of Music are to be the subject of periodic review by the SFSC. This review will begin no later than October 1st of the first year this document goes into effect and will be conducted beginning on the same date every three years thereafter. The SFSC will initiate a review by requesting suggestions from the faculty. After considering any suggestions, the SFSC will present the “Student Perceptions of Teaching Effectiveness” forms to the faculty for discussion at a scheduled departmental faculty meeting. Any revisions to the form must be approved by a majority of Music faculty voting by secret ballot before January 3rd of the following year. The SFSC may also initiate a review of the student opinion forms during other years.

The instrument is to be administered during the last third of the course by someone other than the person regularly teaching the course. The instrument must protect the anonymity of students as far as possible. The faculty member and the SFSC shall have access to the results only after the final grades have been handed in. Students must be informed of these two safeguards at the time of the administration. Either in the administrative procedures or on the actual form itself, it must be made clear to students that they may report any irregularities in administration or attempts to influence their responses on the form to the Director of the School of Music.

The SFSC shall provide a copy of the revised instrument and a complete description of the administrative procedures to the College Faculty Status Committee. The CFSC shall determine the following three matters: 1) whether the anonymity of the students is protected as far as possible; 2) whether the students are adequately informed at the time of administration that access to results will not occur until after the final grades have been handed in; and 3) whether it is made clear to students that they may report irregularities in

administration or attempts to influence their responses to the Director of the School of Music.

**Procedures for Use of Student Perceptions of Teaching Performance Forms**

Student Perceptions of Teaching Performance Forms are required to be distributed during the last five weeks of classes or applied lessons of each semester. Forms will be administered electronically. Instructors may elect to use class time to complete online forms or have students complete forms on their own time. The results will be made available to the Director. The faculty member shall have access to the results only after the final grade has been handed in. Faculty members are required to use the version of the School of Music student input tool that has been approved by the department. The SFSC supports University guidelines for faculty evaluation, which includes student input. Each member of the SFSC is required to review Student Perceptions of Teaching Performance Forms prior to evaluating faculty members.

**Illinois State University  
School of Music  
Instructions for Completing  
Student Perceptions of Teaching Performance Forms**

**To the faculty member:**

The School of Music administration will disseminate the forms electronically to students at the appropriate time. The forms may be completed on students' own time or during regular class time. If the faculty member wishes to ask students to complete the online form during class time, choose a student to administer the process and leave the room until all forms are completed. Inform the class that the electronic forms should be filled out individually without any conversation.

**To the student:**

1. Once the professor has left the room, read the following:

“Student Perceptions of Teaching Performance Forms are very helpful in evaluating faculty teaching and all are read by the School Faculty Status Committee each year, so please take your time and complete the questionnaire carefully. Faculty do not see the results of the survey until after all grades are submitted. Forms should be filled out individually without any conversation. Thank you in advance for completing this form.”

2. Provide instructions to the class for digital access to course/instructor evaluation.
3. Instruct students to take a few minutes to write constructive comments where indicated on the form.
4. Give students six or seven minutes to complete the online form in class.

**Approved Questions for Student Perceptions of Teaching Performance Forms  
*As of January 2022***

The instructor demonstrated mastery of the subject matter.

The instructor made learning outcomes clear through the syllabus.

The instructor met the objectives of the syllabus.

The instructor provided the information I needed to be successful in the course.

The instructor communicated the course content in ways I understood.

The instructor provided appropriate and timely feedback on my progress.

The instructor graded objectively according to the parameters of the syllabus (or assignment, project, test).

The instructor was available for help outside of class as stated in the syllabus.

The instructor created a classroom environment in which I felt comfortable to ask questions or express my opinions.

Additional comments about the course or instructor:

## APPENDIX

For each of the three areas listed below (Criteria and Evidence/Documentation of Teaching, Scholarly/Creative Productivity, and Service), engagements that have been cancelled, postponed, or otherwise negatively impacted by catastrophic events or circumstances beyond one's control may be referenced in the annual evaluation report.

### CRITERIA FOR THE EVALUATION OF TEACHING

The majority of direct instructional activities by Illinois State University faculty are undertaken within classrooms, laboratories, studios, etc. Indeed, faculty and student interaction within the traditional classroom is the most common form of teaching. At the same time as new instructional technologies develop and as a variety of forms of out-of-class learning experiences become more important, Illinois State University faculty members will engage increasingly in such activities, devoting more time to modes of instruction that occur outside of the traditional classroom. To be adequate, any mechanism for the evaluation of teaching must be comprehensive enough to encompass these new activities and technologies. Moreover, the scholarship of teaching likewise may focus not only on traditional classroom instruction but also on other forms of teaching such as conducting laboratories, mentoring interns and advanced graduate students, tutoring individual students, and student advising.

Therefore, teaching is here defined as faculty and student interaction or faculty support activities in which the focus is on student gains in skills, knowledge, understanding, and personal growth. This definition clearly encompasses traditional classroom instruction but it also includes a broad array of less traditional activities.

#### Common Teaching Activities

Below are listed some of the common teaching activities together with the forms that they might assume.

#### Group and Individual Instruction:

1. Instructing students in courses, labs, clinics, studio classes, applied music lessons, and community-based service-learning activities
2. Instructing participants in workshops, retreats, seminars
3. Managing a course (grading, planning, maintaining records)
4. Conducting and/or coaching ensembles
5. Hosting guest artists/presenters/conductors
6. Coordinating workshops, retreats, seminars



**Advising, Supervising, Guiding, and Mentoring:**

1. Supervising students in labs and fieldwork
2. Advising and mentoring students
3. Supervising teaching assistants
4. Supervising students with internships and clinical experiences
5. Supervising students in independent study
6. Directing or serving as a reader on student research projects, theses, and dissertations
7. Advising co-curricular activities
8. Coordinating or serving on recital committees
9. Coordinating or serving on comprehensive exam committees
10. Mentoring beginning teachers

**Developing Learning Activities:**

1. Developing, reviewing, and redesigning courses
2. Developing and revising curriculum
3. Developing or reviewing teaching materials, manuals, software
4. Developing and managing distance-learning courses
5. Developing computer exercises
6. Conducting study-abroad programs
7. Developing learning activities
8. Developing web sites related to teaching

**Developing as a Teacher:**

1. Evaluating teaching of colleagues
2. Conducting instructional and classroom research

3. Attending professional development activities
4. Attending workshops, conferences, trainings, and seminars related to Equity, Diversity, and Inclusion or engaging in the individual study of these topics
5. Serving as a consultant or advisor for curricular or other teaching-related activities
6. Submitting grants for teaching-related activities

### **Factors Used for Evaluation of Teaching**

Guidelines and criteria for the evaluation of teaching are based on common teaching activities such as those listed above. Adequate evaluation of teaching requires consideration of a variety of factors concerning these activities. Departments/schools must use two or more types of factors to evaluate teaching performance, one of which shall be student reactions to teaching performance. The following items include but are not limited to examples which may be used to identify meritorious teaching:

1. A record of solidly favorable student reactions to teaching performance
2. Favorable teaching ratings by peers through review of instructional materials
3. Favorable teaching ratings by peers through classroom observation
4. Favorable teaching reactions by alumni
5. Evidence that the faculty member's students experience cognitive or affective gain as a result of their instruction
6. Syllabi from various courses that feature clarity of instructional objectives, clear organization of material, and equitable and understandable criteria for the evaluation of student work
7. Breadth of teaching ability as this is illustrated by effective teaching in different classroom settings, effective teaching of different types of students, preparation of new courses, or significant modification of established courses
8. Evidence of meritorious supervision of students in independent studies, internships, clinical experiences, laboratories and fieldwork
9. Creditable advising and mentoring of students in their preparation of research projects, theses, and dissertations
10. Significant involvement in sponsoring student organizations and co-curricular activities
11. Development or review of teaching materials (textbooks, workbooks, reading packets, computer programs, curriculum guides, etc.)
12. Development of new teaching techniques (videotapes, independent study modules, computer activities, instructional technologies, etc.)
13. Service as a master teacher to others (conducting teaching workshops, supervising beginning teachers, coaching performances, etc.)
14. Recognition of meritorious teaching by winning teaching awards
15. Submitting successful competitive grant proposals related to teaching

## **CRITERIA FOR THE EVALUATION OF SCHOLARLY/CREATIVE PRODUCTIVITY**

The term “scholarly and creative productivity” comprises a variety of activities, including those typically defined as research. Because activities considered to be scholarly and creative productivity vary considerably from discipline to discipline, the University recognizes that scholarly and creative productivity includes all forms of discovery and integration of knowledge, critical analysis, and products and performances.

### **Definition of Research:**

A large subset within the area of scholarly and creative productivity is commonly called “research.” The term “research” has been defined by the University Research Committee and the faculty evaluation system shall continue to recognize the University Research Committee’s definition of research and modes of documenting research.

### **The University definition for research is given below:**

A formal procedure contributing to the expansion of basic knowledge or that applies such knowledge to the solution of problems in society or exemplifies creative expression in a specific field of study. The results of research are communicated to professionals outside the University through a peer review process in a manner appropriate to the discipline.

The University recognizes both the scholarship of discovery and scholarship of integration. The scholarship of discovery contributes to the stock of human knowledge and involves the pursuit of new knowledge for its own sake. The scholarship of integration interprets, draws together, and brings new insight to bear on original research.

## **EVALUATION GUIDELINES AND CRITERIA FOR SCHOLARLY/CREATIVE PRODUCTIVITY**

The evaluation of scholarly and creative productivity requires consideration of a variety of factors and must consider the quality and significance of each contribution. Factors used to evaluate meritorious scholarly and creative productivity include but are not limited to:

1. Authorship or co-authorship of peer-reviewed published materials such as journal articles, abstracts, monographs, books, book chapters, cases, artistic works, software, or other professional and technical documents
2. Authorship or co-authorship of published materials such as editorially reviewed books, articles, abstracts, translations, software, cases, artistic works, or other professional and technical documents
3. Production and presentation of radio and television works, films, and videos related to the scholarly or creative discipline
4. Refereeing or editing journal articles, grant proposals, book manuscripts, and papers to be presented at professional conferences

5. Presentations and papers delivered at local, regional, national, and international meetings
6. Performances, exhibitions, professional clinical practice and other creative activities locally, regionally, nationally, and internationally
7. Managing or serving as a consultant for performances, exhibitions, and professional clinical practice
8. Obtaining competitive external or internal grants related to scholarly and creative productivity
9. Writing and submitting proposals for competitive grants, internal or external, related to scholarly and creative productivity
10. Writing and submitting required grant and contract reports
11. Receiving internal or external awards obtained for scholarly or creative productivity
12. Providing evidence that scholarly or creative works have been submitted for review
13. Documenting scholarly or creative works in progress
14. Attending professional development activities related to enhancement of scholarly/creative productivity
15. Evaluating the research of colleagues

**EVIDENCE/DOCUMENTATION FOR THE EVALUATION OF SCHOLARLY/CREATIVE PRODUCTIVITY**

Evidence of scholarly/creative productivity includes factors relating to performance, presentation, publication, research, and other creative activities. Evidence of scholarly/creative productivity may include, but is not limited to the following:

1. Concert and conference programs
2. Audio and video recordings

3. Computer software
4. Music compositions
5. Newspaper and other articles reporting activities related to scholarly/creative productivity
6. Submitted or published journal articles, book reviews, book chapters, monographs, book manuscripts, etc.
7. Copies of presented papers
8. Grant proposals related to research or other creative activity
9. Certificates of attendance or other documentation of attendance/participation in professional developmental activities related to scholarly/creative productivity

### **CRITERIA FOR THE EVALUATION OF PROFESSIONAL SERVICE**

Illinois State University recognizes under the category of service two major sub-categories: professional service and university service. Professional service is the application of faculty professional expertise to needs, issues, and problems in service to professional associations as well as to business, government, not-for-profit enterprises, and the general citizenry. University service is the application of faculty expertise to the operation and governance of the University, including academic programs, departments, colleges, and other components of the University.

### **EVALUATION GUIDELINES AND CRITERIA FOR SERVICE ACTIVITIES**

The evaluation of service requires consideration of a variety of factors that include both professional service and university service. Factors used to evaluate service include but **is** **are** not limited to the following:

1. Holding office or completing a major assignment with a national or regional professional organization
2. Consultation and service to civic organizations, social agencies, government, business, or industry that is related to the faculty member's teaching, research, or administrative work at Illinois State University
3. Holding office or completing a major assignment in professional organizations
4. Responsibility for planning workshops, seminars, or conferences for department, college, or university groups
5. Chairing or leading department, college, or university committees

6. Nomination for or receipt of an award that recognizes service to department, college, university, or to groups outside of the university
7. Serving as program chairperson (state, regional, national, or international)
8. Serving as consultant, advisor, board member to educational, civic, social, business, or other groups
9. Serving on accreditation or evaluation teams
10. Chairing a professional session (state, regional, national, or international)
11. Writing and submitting competitive grant or contract proposals for activities related primarily to service
12. Obtaining a competitive grant or contract for activities related primarily to service
13. Service on a university, college, or department committee.
14. Administering areas or programs within the department, college, or university
15. Sponsoring a student organization
16. Participating in fund-raising activities as an organizer or performer
17. Writing administrative documents related to such things as strategic planning, program review, school procedures, or accreditation issues
18. Serving as performer or speaker at university functions
19. Participating in student recruiting activities such as audition days, newsletters, performances, or presentations at schools
20. Adjudicating large group, solo, and ensemble competitions
21. Serving as school, college, or university representative or liaison on a professional board or committee

### **EVIDENCE/DOCUMENTATION FOR THE EVALUATION OF SERVICE**

Evaluation of service includes factors related to both professional and university service. Evidence of service may include, but is not limited to the following:

1. Letters of acknowledgement/appreciation from university and other professional peers, community members, students, or others

2. Workshop, concert, or other programs
3. Nominations or awards related to service
4. Grant proposals related to service
5. Administrative documents authored by the faculty member
6. Newspaper or other articles reporting on service-related activities
7. Recruiting materials such as newsletters, program descriptions, etc.
8. Advisement materials such as curriculum fact sheets, plans of study, etc.