

ICCA Performance Guidelines for Post Tenure Annual Review

(Established and approved by ICCA Faculty on _____ as per ECU Policy 4.6.17)

TEACHING

Post-tenured faculty must provide evidence of regular responsiveness to student and peer teaching evaluations.

For Art and Design:

Post-tenured faculty are required to submit results of one peer evaluation per review cycle and Watermark Insight Raw and Adjusted scores for classes taught during the review period. Faculty are expected at minimum to have at least 75 percent of the courses reviewed indicating a Raw and Adjusted score of 3.0 and above. Faculty members should describe growth and modifications based on peer and student evaluations. The process of peer and student evaluation is to prompt reflection and adjustment of teaching approaches spanning the career of a faculty member and to aid each faculty member to remain creative and engaged in improving their own teaching.

For School of Communication:

Post-tenured faculty are required to submit results of one peer evaluation per review cycle and Watermark Insight Raw and Adjusted scores for classes taught during the review period. Faculty are expected at minimum to have at least 75 percent of the courses reviewed indicating a Raw and Adjusted score of 3.0 and above. Faculty members should describe growth and modifications based on peer and student evaluations. The process of peer and student evaluation is to prompt reflection and adjustment of teaching approaches spanning the career of a faculty member and to aid each faculty member to remain creative and engaged in improving their own teaching.

For School of Music:

Post-tenured faculty are required to submit results of one peer evaluation per review cycle and Watermark Insight Raw and Adjusted scores for classes taught during the review period. Faculty are expected at minimum to have at least 75 percent of the courses reviewed indicating a Raw and Adjusted score of 3.0 and above. Faculty members should describe growth and modifications based on peer and student evaluations. The process of peer and student evaluation is to prompt reflection and adjustment of teaching approaches spanning the career of a faculty member and to aid each faculty member to remain creative and engaged in improving their own teaching.

COLLEGIALITY IN TEACHING

Tenured and tenure-track faculty must exhibit collegiality in teaching. Policy 4.6.4P defines collegiality as “The ability of an individual to interact with colleagues with civility and professional respect; to engage in shared academic and administrative tasks necessary to meet Department, College, and University goals; and to work productively with faculty, students, and staff. Collegiality should not be confused with sociability or likeability but rather is the professional criterion relating to teaching.”

SERVICE

For School of Art and Design

Post-tenured faculty are required to provide a written narrative listing service activities and outlining the significance of activity. Faculty must demonstrate a sustained pattern of significant and productive service to the department, college, university, community, and/or profession. that produces effective outcomes. Minimum service requirements include, but are not limited to:

1. Fulfill assigned department, college and university committees, including one service activity each at department, college or university levels OR two service activities at the department level, per year.
2. One community or profession service activity per review cycle.
3. Attendance and participation at departmental faculty meetings.
4. Active participation and/or regular attendance in department, college and university sponsored events and activities (i.e. gallery openings, recitals, etc.).
5. Fulfillment of requested service at Commencement ceremonies.
6. Participation in student recruiting activities.
7. Participation in accreditation processes, assessment, or other unit reports.
8. Academic advising, including mentoring honors theses, presentations, exhibitions, performances, etc.
9. Shared responsibility for the management, maintenance, upgrade and advancement of facilities, equipment, and health and safety procedures.

For School of Communication:

Post-tenured faculty must demonstrate a sustained pattern of significant and productive service to the department, college, university, community, and/or profession. Post-tenured faculty are required to provide a written narrative; in addition to a list of service activities.

Faculty are expected to engage in:

1. Attendance and participation at ICCA and School of Communication faculty meetings.
2. Participation and/or leadership in at least one ICCA or School of Communication committees per year.
3. Participation and/or leadership in at least one CLASS or university committee over a three year period.
4. Participation and/or leadership in at least one significant service to the profession or discipline over a three year period, such as serving as a journal editor, conference discussant/moderator, festival/conference juror, professional/academic association officer, and student organization adviser.
5. Participation in student recruiting, such as special events, Spotlight Days, and communication with prospective students.
6. Participation in requested service at Commencement ceremonies.
7. Support students through academic advising and mentoring.

For School of Music:

The process of documenting and evaluating service is to prompt reflection and adjustment of service-related activities of the faculty member. This evaluation is to help aid each faculty member to remain engaged in service throughout their career. Apart from regular participation in the routines of institutional governance, the primary service of the applied faculty and ensemble directors is recruiting on and off-campus. Faculty that do not teach applied lessons or conduct an ensemble can also assist with student recruitment and retention. Those activities will be recognized as service. The following are examples of additional activities, which may indicate outstanding contributions in the area of service:

1. Evidence of significant activity or leadership roles in professional activities related to the faculty member's discipline.
2. Activities on-campus that are interdisciplinary in nature (e.g. student activities committees, academic advisory committees, etc.)
3. Activity as a performer, conductor, lecturer, adjudicator, or consultant in the field of music
4. Activities that are service oriented to the community and/or profession for which the compensation does not meet or cover expenses.
5. Responsibility for planning workshops, seminars, or conferences for department, college, university groups or outside entities.
6. Service on a university, college, or SOM committee
7. Fulfillment of requested service at Commencement ceremonies (typically 1 every 4 semesters)
8. A record of attendance at faculty meetings
9. A record of recruiting including but not limited to school visits, community outreach, etc.

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11. A record of advising
12. Service to the profession.
13. Holding office in a professional organization.

Evidence of recruiting may include:

1. School recruiting visits
2. Ensemble outreach performances
3. Spotlight days
4. Hosting festivals/conference attendance
5. Adjudication
6. Successful population of School of Music ensembles

For School of Music:

1. Attendance at School of Music concerts and recitals
2. Participation in School of Music activities
3. Collaboration in School of Music recruiting events

COLLEGIALITY IN SERVICE

Tenured and tenure-track faculty must exhibit collegiality in service. Policy 4.6.4P defines collegiality as “The ability of an individual to interact with colleagues with civility and professional respect; to engage in shared academic and administrative tasks necessary to meet Department, College, and University goals; and to work productively with faculty, students, and staff. Collegiality should not be confused with sociability or likeability but rather is the professional criterion relating to service.

Scholarly and Creative Activity

For Art and Design:

Post-tenured faculty in the School of Art and Design will demonstrate a sustained pattern of significant and productive creative and scholarly activities per each review cycle. Post-tenured faculty are required to provide a written narrative listing creative and scholarly activities and outlining the significance of activity.

Minimum creative and scholarly requirements are 3 peer reviewed activities per review cycle (every three years). All faculty members are expected to be actively engaged and productive in their primary discipline (artists, designers, art educators, art historians, or the scholarship of teaching and learning) or area of expertise, even though they may engage in other kinds of activities.

Creative and Scholarly Activities include, but are not limited to:

1. Production, exhibition, installation or presentation of independent or client-initiated creative or design projects.
2. Research and publication of creative or scholarly projects.
3. Curator of museum or gallery exhibits that includes a critical analysis component
4. Publication of original research, manuscripts or artworks.
5. Presentation at conferences, seminars, portfolio exchanges or workshops.
6. Authorship of fellowship or grant proposals.

For School of Communication:

Post-tenured faculty must engage in ongoing creative/scholarly work with the goal of completing at least one externally reviewed item from Category 1 or at least two unique items from Category II every three years.

Category I:

- Academic journals
- Books
- Electronic/online journals
- Published conference proceedings
- Film festival screenings
- TV show screenings
- Juried screenplay festivals and contests – finalist, runner-up, winner, honorable mention, or official selection status only
- Juried/refereed online publications and multimedia channels
- Other forms of peer-reviewed, juried, edited, or curated scholarly work or creative expression relevant to the candidate's academic discipline.

* Pay-to-publish publications are not acceptable. Regular entry fees for screenplay contests and film festivals are acceptable and permitted, but other kinds of "pay to play" activities do not count toward this category.

Category II:

- Conference papers and presentations
- Conference poster presentations
- Published case studies
- Published commentaries relevant to applicant's discipline

Faculty must provide clear, written proof of the venue's acceptance of their scholarly/creative work. For collaborative work, faculty must provide evidence and explanation of their role within projects.

For School of Music:

The process of documenting and evaluating scholarly/creative activity is to prompt reflection and adjustment of those activities of the faculty member. This evaluation is to help aid each faculty member to remain engaged in scholarly/creative activity throughout their career. Each faculty member's individual discipline will be considered as all listed activity does not apply to every tenured faculty member within the School of Music. Tenured faculty must show a significant and sustained record of creative/scholarly activity over the three-year period and must demonstrate the accumulation of 2 points per year accumulating a minimum of 6 points. If a large-scale project that begins during the review period but is not complete when the review period ends, a point may be awarded by the Director if significant progress on the project has been made and it is projected that the project will be completed. Since not all projects coincide with the review process timeline, consideration for projects in process will be given.

Category I – 3 points each

- Refereed publication including articles, books, book chapters, compositions, arrangements, or pedagogical resources
- Juried performance as a soloist, chamber/large ensemble musician, or conductor at a national or international event
- Juried performance of a composition at the national or international level or performance by artists with a national or international reputation
- Juried recording released by a major record label as a performer, composer, arranger, producer, or audio engineer

- Invited presenter, clinician (including master classes), guest faculty, conductor, director, adjudicator, composer, performer, recording technician at national or international event
- Development of grant proposals, grant awards, or other major awards from national or international sources
- Principal editorial responsibilities for national or international music journals or publications
- Holding office in a national or international professional music organization
- Win national or international music competition or award
- Publication of review or critique of literature or media at a refereed publication the national or international level
- Acceptance of university ensemble to perform at a regional, national or international conference

Category II –2 points each

- Non-refereed publication including articles, books, book chapters, compositions, arrangements, or pedagogical resources
- Juried performance as a soloist, chamber/large ensemble musician, or conductor at a state or regional event
- Juried performance of a composition at the state or regional level or performance by artists with a state or regional reputation
- Juried recording released by a minor record label as a performer, composer, arranger, producer, or audio engineer
- Invited or juried presenter, clinician (including master classes), guest faculty, conductor, director, adjudicator, composer, performer, recording technician at state or regional event
- Development of grant proposals, grant awards, or other awards from state or regional sources
- Principal editorial responsibilities for state or regional music journals or publications
- Holding office in a state or regional professional music organization
- Win state or regional music competition or award
- Publication of review or critique of literature or media in a refereed state/regional publication
- Acceptance of university ensemble to perform at a state conference

Category III –1 point each

- Performance as a soloist, chamber/large orchestral musician, or conductor at the local level
- Performance of a composition at the local level or by artists with a local reputation
- Juried recording independently released as a performer, composer, arranger, producer, or audio engineer.

- Invited or juried presenter, clinician(including masterclasses), guest faculty, conductor, director, adjudicator, composer, performer, recording technician at the local level
- Development of grant proposals, grant awards, or other minor awards from local or internal sources
- Holding office in a local professional music organization
- Win local music competition or award

COLLEGIALITY IN CREATIVE AND SCHOLARLY ACTIVITY

Collegiality may be demonstrated according to each School's Scholarly/Creative activities.

**Annual Post-Tenure Faculty
Self-Assessment Eastern Kentucky
University
ICCA**

Due: February 1

The purpose of this assessment is to help each faculty member in the Institute to enhance professional growth through continuous improvement and to document that growth. Each post-tenured faculty member will write a brief annual self-assessment of strengths and opportunities for growth in the areas of teaching, scholarship, and service, based on the ICCA Performance Guidelines for Post-Tenure Annual Review as per Policy 4.6.17.

This assessment will be used by the faculty member and area head in evaluating post-tenure performance during the annual and three-year reviews.

Report should run 250 - 500 words total, addressing work from Calendar Year 2023 (e.g., Spring 2023 and Fall 2023).

Performance will be reviewed annually with the clear understanding that although progress is expected, some activities may take more than one year to complete.

Self-Assessment in Teaching:

Self-Assessment in Scholarship/Creative Activities:

Self-Assessment in Service:

_____ **(Faculty Member)**

_____ **(Date)**

Post-Tenured Faculty Annual Evaluation
Director Evaluation Form
EKU ICCA

Directors must use this form in evaluating a post-tenured faculty member's annual self-assessment (per ICCA Performance Guidelines for Post Tenure Annual Evaluation) as well as when facilitating the three-year post-tenure review process (Policy 4.6.17).

Teaching

The faculty member_____ ICCA performance guidelines for post-tenure review.

- 3 - Exceeded
- 2 - Met
- 1 - Did not meet

Comments (optional unless faculty member did not meet expectations):

Service

The faculty member_____ ICCA performance guidelines for post-tenure review.

- 3 - Exceeded
- 2 - Met
- 1 - Did not meet

Comments (optional unless faculty member did not meet expectations):

Scholarly/Creative Activities

The faculty member_____ ICCA performance guidelines for post-tenure review.

- 3 - Exceeded
- 2 - Met
- 1 - Did not meet

Comments (optional unless faculty member did not meet expectations):

Collegiality

The faculty member_____ ICCA performance guidelines for post-tenure review.

3 - Exceeded

2 - Met

1 - Did not meet

Comments (optional unless faculty member did not meet expectations):

Total Score:___

Semester/Academic Year_____

Faculty Name_____

_____ Date_____

Director Name_____

Director Signature_____