

School of Music  
Faculty Evaluation Guidelines

For Annual/Biennial reviews, the following guidelines are to be used to evaluate the faculty member's work over the previous year or two years, respectively. For Comprehensive reviews, the guidelines are to be used to evaluate the faculty member's work over the period subject to review.

| <b>V. Excellent</b>   | <b>IV. Exceeds Expectations</b>  | <b>III. Meets Expectations</b>  |
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| <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates exceptional knowledge of their content area, by such means as specific research, enhancement of delivery, or other aspects.</li> <li>• Demonstrates exceptional leadership in developing a successful program within the respective discipline.</li> <li>• Demonstrates exceptional success in instruction. Examples may include but are not limited to:               <ul style="list-style-type: none"> <li>○ Syllabi that consistently line up with course content and expectations.</li> <li>○ Assignments that consistently develop student knowledge and understanding.</li> <li>○ Evaluation tools that consistently challenge students and demonstrate their depth of learning.</li> <li>○ Positive peer observation.</li> <li>○ Positive student responses to instruction as evidenced by student evaluations.</li> <li>○ Demonstrable professional and/or academic success of former students.</li> </ul> </li> </ul> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates expert knowledge of the content area, by such means as specific research, enhancement of delivery, or other aspects.</li> <li>• Demonstrates a high level of leadership in developing a successful program within the respective discipline.</li> <li>• Demonstrates a high level of success in instruction. Examples may include but are not limited to:               <ul style="list-style-type: none"> <li>○ Syllabi that line up with course content and expectations.</li> <li>○ Assignments that develop student learning and understanding.</li> <li>○ Evaluation tools that challenge students and demonstrate their depth of learning.</li> <li>○ Favorable peer observation reports.</li> <li>○ Favorable student responses to instruction as evidenced by student evaluations.</li> <li>○ Demonstrable professional and/or academic success of former students.</li> </ul> </li> </ul> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Is knowledgeable and current in the content area.</li> <li>• Demonstrates adequate leadership in developing a successful program within the respective discipline.</li> <li>• Demonstrates adequate success in instruction. Examples may include but are not limited to:               <ul style="list-style-type: none"> <li>○ Syllabi that line up with course content and expectations.</li> <li>○ Assignments that generally develop student knowledge.</li> <li>○ Evaluations that generally reflect student learning.</li> <li>○ Generally acceptable peer observation reports.</li> <li>○ General student approval of instruction as evidenced by student evaluations.</li> </ul> </li> </ul> |
| <p><b>Professional Activity:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an enhanced participation in the profession by engaging in discipline-related scholarly and/or creative activity appropriate to the standards of the discipline.</li> <li>• Demonstrates an enhanced level of productivity consistent with the individual's current rank and standards of the discipline.</li> <li>• Demonstrably high profile of professional success. Examples of this might include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Teaching master classes in several venues.</li> </ul> </li> </ul>   | <p><b>Professional Activity:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates active participation in the profession by engaging in discipline-related scholarly and/or creative activity appropriate to the standards of the discipline.</li> <li>• Demonstrates a level of productivity consistent with the individual's current rank and standards of the discipline.</li> <li>• Demonstrable profile of professional success. Examples of this might include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Teaching master classes in prestigious venues.</li> </ul> </li> </ul>  | <p><b>Professional Activity:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates participation in the profession by engaging in discipline-related scholarly and/or creative activity appropriate to the standards of the discipline.</li> <li>• Maintains a generally acceptable level of productivity consistent with the individual's current rank and standards of the discipline.</li> <li>• Demonstrable progress towards a significant profile of professional success.</li> </ul>   |

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| <ul style="list-style-type: none"> <li>○ Presenting concerts/recitals in several national and/or international venues of recognized prestige.</li> <li>○ Publications of scholarly work in significant national and/or international venues.</li> <li>○ Presentation of scholarly work at national and/or international conferences and colloquia.</li> <li>○ Publication of original musical compositions.</li> <li>○ National and/or international performances of musical compositions.</li> <li>○ Broadcasts and/or commercial recordings of performances or of original musical compositions.</li> </ul>   | <ul style="list-style-type: none"> <li>○ Concertizing in several national and/or international venues of recognized prestige.</li> <li>○ Publications of scholarly work in significant national and/or international venues.</li> <li>○ Presentation of scholarly work at national and/or international conferences and colloquia.</li> <li>○ Publication of original musical compositions.</li> <li>○ National and/or international performances of original musical compositions.</li> <li>○ Broadcasts and/or commercial recordings of performances or of original musical compositions.</li> </ul>   | <p>Examples of this might include, but are not limited to:</p> <ul style="list-style-type: none"> <li>○ Teaching master classes in several venues.</li> <li>○ Concertizing off-campus.</li> <li>○ Progress on of scholarly work or original musical compositions.</li> <li>○ Guest lectures or seminars at other universities.</li> <li>○ Performances of original musical compositions in local and/or regional venues.</li> </ul>  |
| <p><b>Service:</b></p> <ul style="list-style-type: none"> <li>● Demonstrates strong leadership in documented service efforts within the unit, college, or university that contribute to the quality and vitality of the academic program.</li> <li>● Demonstrates consistent leadership in service to the discipline, including but not limited to: <ul style="list-style-type: none"> <li>○ participation in professional organizations;</li> <li>○ holding office in professional organizations;</li> <li>○ service requiring disciplinary knowledge or expertise.</li> </ul> </li> <li>● Participates in appropriate community activities that may require disciplinary knowledge or expertise.</li> <li>● Demonstrates superior success in recruitment and retention of students to meet the needs of the program.</li> </ul> | <p><b>Service:</b></p> <ul style="list-style-type: none"> <li>● Demonstrates leadership in documented service efforts within the unit, college, or university that contribute to the quality and vitality of the academic program.</li> <li>● Demonstrates leadership in service to the discipline, including but not limited to: <ul style="list-style-type: none"> <li>○ participation in professional organizations;</li> <li>○ holding office in professional organizations;</li> <li>○ service requiring disciplinary knowledge or expertise.</li> </ul> </li> <li>● Participates in appropriate community activities that may require disciplinary knowledge or expertise.</li> <li>● Demonstrates success in recruitment and retention of students to meet the needs of the program.</li> </ul> | <p><b>Service:</b></p> <ul style="list-style-type: none"> <li>● Participates in documented service efforts within the unit, college, or university that contribute to the quality and vitality of the academic program. These efforts may include membership on committees within the department, School of Music, CPVA, or university-wide committees.</li> <li>● Demonstrates appropriate participation in service to the discipline, including but not limited to: <ul style="list-style-type: none"> <li>○ participation in professional organizations;</li> <li>○ serving on state boards;</li> <li>○ other service requiring disciplinary knowledge or expertise.</li> </ul> </li> <li>● Participates in appropriate community activities that may require disciplinary knowledge or expertise.</li> <li>● Demonstrates some success in recruitment and retention of students to meet the needs of the program.</li> </ul> |

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| <b>II. Needs Improvement</b>   | <b>I. Unsatisfactory</b>   |
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| <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of their content area.</li> <li>• Demonstrates marginal leadership in developing a successful program within the respective discipline.</li> <li>• Demonstrates only limited success in instruction. Examples may include but are not limited to:               <ul style="list-style-type: none"> <li>○ Syllabi that do not fully describe course content and expectations.</li> <li>○ Some negative peer observation reports.</li> <li>○ A notable level student of disapproval of instruction as evidenced by student evaluations.</li> </ul> </li> </ul>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of their content area.</li> <li>• Demonstrates marginal leadership in developing a successful program within the respective discipline.</li> <li>• Fails to demonstrate success in instruction. Examples may include but are not limited to:               <ul style="list-style-type: none"> <li>○ Syllabi that inadequately describe course content and expectations.</li> <li>○ Notable number negative peer observation reports.</li> <li>○ A significant level student of disapproval of instruction as evidenced by student evaluations.</li> </ul> </li> </ul>  |
| <p><b>Professional Activity:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates marginal participation in the profession by engaging in discipline-related scholarly and/or creative activity appropriate to the standards of the discipline.</li> <li>• Maintains only a minimal level of productivity consistent with the expectations of the individual's current rank and standards of the discipline.</li> <li>• Demonstrates only minimal progress towards a significant profile of professional success. Examples of a desirable level of progress might include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Teaching a master class.</li> <li>○ Giving a concert/recital off-campus.</li> <li>○ Progress on written dissemination of scholarly work.</li> </ul> </li> </ul> | <p><b>Professional Activity:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates little or no participation in the profession by engaging in discipline-related scholarly and/or creative activity appropriate to the standards of the discipline.</li> <li>• Does not maintain a level of productivity consistent with the expectations of the individual's current rank and standards of the discipline.</li> <li>• Does not demonstrate progress towards a significant profile of professional success. Examples of a desirable level of progress might include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Teaching a master class.</li> <li>○ Giving a concert/recital off-campus.</li> <li>○ Progress on written dissemination of scholarly work.</li> </ul> </li> </ul> |
| <p><b>Service:</b></p>   | <p><b>Service:</b></p> <ul style="list-style-type: none"> <li>• Little to no participation in documented service efforts within the unit, college, or university that</li> </ul>   |

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| <ul style="list-style-type: none"><li>• Minimal participation in documented service efforts within the unit, college, or university that contribute to the quality and vitality of the academic program.</li><li>• Minimal participation in service to the discipline, including but not limited to:<ul style="list-style-type: none"><li>○ participation in professional organizations;</li><li>○ service requiring disciplinary knowledge or expertise.</li></ul></li><li>• Minimal participation in appropriate community activities that may require disciplinary knowledge or expertise.</li><li>• Demonstrates limited success in recruitment and retention of students to meet the needs of the program.</li></ul> | <ul style="list-style-type: none"><li>○ contribute to the quality and vitality of the academic program.</li><li>• Little to no participation in service to the discipline, including but not limited to:<ul style="list-style-type: none"><li>○ participation in professional organizations;</li><li>○ service requiring disciplinary knowledge or expertise.</li></ul></li><li>• Little to no participation in appropriate community activities that may require disciplinary knowledge or expertise.</li><li>• Fails to demonstrate success in recruitment and retention of students to meet the needs of the program.</li></ul> |
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