

West Texas A&M University
School of Music Standards

The university's policy in the faculty handbook governs the annual review of faculty performance and tenure and promotion. The following standards were developed specifically for the discipline of music to match the rating system and description for those ratings set forth by the university.

Activities or accomplishments will be weighted at the discretion of the evaluator according to the local, state, regional, national, or international scope of the project or performance.

Instructional Responsibilities for Assistant, Associate and Full Professors

A rating of *Unsatisfactory* is issued for faculty members who report no activity in the field of Instructional Responsibilities and have removed themselves from the educational mission of the department, college and university.

To be considered for a rating of *Outstanding* in Instructional Responsibilities, faculty members will document the following standards:

Evaluations of Teaching Effectiveness

- Response rate of 50% or greater for traditionally delivered student evaluations
- MUAP standardized student evaluations instructor scores of ≥ 3.9
- MUEN standardized student evaluations instructor scores of ≥ 3.8
- MUSI standardized student evaluations instructor scores of ≥ 3.6
- MUSI Core Curriculum classes standardized student evaluations instructor scores of ≥ 3.3
- Submits individually-developed evaluations to assess instruction as perceived by students

Additional Measure of Teaching Effectiveness, Teaching Load, and Instructional Contributions

- Maintains a substantial teaching load that, with consideration to complexity, is documented beyond the reporting of the ACH.
 - As adjusted for appropriate combination of new preparations, record of innovation, or individual student research direction
 - As adjusted for serving on a graduate thesis committee
 - As adjusted for serving on a graduate comprehensive examination committee
- Provides a portfolio of documents demonstrating in detail significant improvements in teaching effectiveness

Communication and Engagement with Students

- Very active as a student adviser
- Provides evidence of professional involvement with students (e.g. mentorship, undergraduate research, field trips, student clubs, and other student activities)
- Maintains regular posted office hours at times accessible to students
- Develops accurate and detailed course syllabi
- Adheres to course syllabi and objectives
- Communicates effectively with students both in and out of class
- Presents material/teaches in a clear, organized manner
- Provides timely responses to student work with effective feedback

Academic Innovation

- Demonstrates command of the subject
- Incorporates technology, when appropriate, in classroom and studio settings
- Attends at least one teaching improvement workshop annually
- Participates actively in the assessment of student learning
- Provides evidence of constant attention to teaching improvements and incorporates new information, materials and, if applicable, technology in the courses of responsibility
- Challenges students to critically apply, analyze, synthesize, and/or evaluate information
- Integrates theory with practice in course materials.

Pedagogical Professionalism

- Actively participates in curriculum planning and development
- Takes a leadership role in instructional responsibilities (i.e., share ideas; mentor other faculty to improve teaching)
- Attends events either recognizing students for academic accomplishments or providing opportunities for student/faculty interactions
- Recruits students (as applicable) to one's studio (and the music program) and works to retain them (at the university even if the student changes majors)
- Participates in peer evaluation as an observer and evaluator
- Revises and develops courses with emphasis on preparation
- Uses innovative instructional materials, the incorporates technology-based teaching strategies, classroom interactions, community-

based learning, participatory learning opportunities, such as service learning, learning communities and/or other student-engaging teaching techniques.

- Discusses and shares teaching experiences and professional ideas with colleagues
- Volunteers for or willingly accepts committee assignments related to the teaching enterprise
- Notifies the appropriate administrator of classes that will be missed because of travel, etc., and, if necessary, makes arrangements with other faculty to cover courses during his or her absence
- Submits course schedules, textbook orders, and grades on time

Enhancements for Instructional Responsibilities. Enhancements may contribute to the score for for which they may apply. Enhancements would not be a factor for those who did not engage in or report them.

- Regularly updates material
- Documented involvement in student research outside of a class or studio assignment
- Direction of internships, etc. outside of the purview of which one receives load credit
- As adjusted for new course development
- As adjusted for honors, awards, or recognitions for teaching excellence

To be considered for a rating of *Excellent* in Instructional Responsibilities, faculty members will document the following standards:

Evaluations of Teaching Effectiveness

- Response rate of 50% or greater for traditionally delivered student evaluations
- MUAP standardized student evaluations instructor scores of ≥ 3.6
- MUEN standardized student evaluations instructor scores of ≥ 3.5
- MUSI standardized student evaluations instructor scores of ≥ 3.3
- MUSI Core Curriculum classes standardized student evaluations instructor scores of ≥ 3.1
- Submits individually-developed evaluations to assess instruction as perceived by students

Additional Measure of Teaching Effectiveness, Teaching Load, and Instructional Contributions

- Maintains a substantial teaching load that, with consideration to complexity, is documented beyond the reporting of the ACH.
- Provides a portfolio of documents demonstrating in detail significant improvements in teaching effectiveness

Communication and Engagement with Students

- Very active as a student adviser
- Provides evidence of professional involvement with students (e.g. mentorship, undergraduate research, field trips, student clubs, and other student activities)
- Maintains regular posted office hours at times accessible to students
- Develops accurate and detailed course syllabi
- Adheres to course syllabi and objectives
- Communicates effectively with students both in and out of class
- Presents material/teaches in a clear, organized manner
- Provides timely responses to student work with effective feedback

Academic Innovation

- Demonstrates command of the subject
- Incorporates technology, when appropriate, in classroom and studio settings
- Attends at least one teaching improvement workshop annually
- Challenges students to critically apply, analyze, synthesize, and/or evaluate information
- Integrates theory and practice in course materials.

Pedagogical Professionalism

- Actively participates in curriculum planning and development
- Takes a leadership role in instructional responsibilities (i.e., share ideas; mentor other faculty to improve teaching)
- Attends events either recognizing students for academic accomplishments or providing opportunities for student/faculty interactions
- Recruits students (as applicable) to one's studio (and the music program) and works to retain them (at the university even if the student changes majors)
- Participates in peer evaluation as an observer and evaluator
- Revises and develops courses with emphasis on preparation
- Uses innovative instructional materials, incorporates technology-based teaching strategies, classroom interactions, community-based learning, participatory learning opportunities, such as service learning, learning communities and/or other student-engaging teaching techniques.
- Discusses and shares teaching experiences and professional ideas
- Volunteers for or willingly accepts committee assignments related to the teaching enterprise
- Notifies the appropriate administrator of classes that will be missed because of travel, etc., and, if necessary, makes arrangements with

other faculty to cover courses during his or her absence

- Submits course schedules, textbook orders, and grades on time

To be considered for a rating of *Satisfactory/Excellent* in Instructional Responsibilities, faculty members will document the following standards:

Evaluations of Teaching Effectiveness

- Response rate of 50% or greater for traditionally delivered student evaluations
- MUAP standardized student evaluations instructor scores of ≥ 3.3
- MUEN standardized student evaluations instructor scores of ≥ 3.2
- MUSI standardized student evaluations instructor scores of ≥ 3.0
- MUSI Core Curriculum classes standardized student evaluations instructor scores of ≥ 2.9

Additional Measure of Teaching Effectiveness, Teaching Load, and Instructional Contributions

- Maintains a full teaching load reported as ACH.
- Provides a portfolio of documents demonstrating in detail significant improvements in teaching effectiveness

Communication and Engagement with Students

- Very active as a student adviser
- Maintains regular posted office hours at times accessible to students
- Develops accurate and detailed course syllabi
- Adheres to course syllabi and objectives
- Communicates effectively with students both in and out of class
- Presents material/teaches in a clear, organized manner
- Provides timely responses to student work with effective feedback

Academic Innovation

- Demonstrates command of the subject
- Incorporates technology, when appropriate, in classroom and studio settings
- Attends at least one teaching improvement workshop annually

Pedagogical Professionalism

- Recruits students (as applicable) to one's studio (and the music program) and works to retain them (at the university even if the student changes majors)
- Discusses and shares teaching experiences and professional ideas with colleagues
- Notifies the appropriate administrator of classes that will be missed because of travel, etc., and, if necessary, makes arrangements with other faculty to cover courses during his or her absence
- Submits course schedules, textbook orders, and grades on time

To be considered for a rating of *Satisfactory* in Instructional Responsibilities, faculty members will document the following standards:

Evaluations of Teaching Effectiveness

- Response rate of 50% or greater for traditionally delivered student evaluations
- MUAP standardized student evaluations instructor scores of ≥ 3.0
- MUEN standardized student evaluations instructor scores of ≥ 3.0
- MUSI standardized student evaluations instructor scores of ≥ 2.5
- MUSI Core Curriculum classes standardized student evaluations instructor scores of ≥ 2.5

Additional Measure of Teaching Effectiveness, Teaching Load, and Instructional Contributions

- Maintains a full teaching load reported as ACH.

Communication and Engagement with Students

- Active as a student adviser
- Maintains regular posted office hours at times accessible to students
- Develops accurate and detailed course syllabi

Academic Innovation

- Demonstrates command of the subject

Pedagogical Professionalism

- Meets classes
- Recruits students (as applicable) to one's studio (and the music program) and works to retain them (at the university even if the student changes majors)
- Notifies the appropriate administrator of classes that will be missed because of travel, etc., and, if necessary, makes arrangements with other faculty to cover courses during his or her absence
- Submits course schedules, textbook orders, and grades on time

Intellectual/Creative Achievement

It is understood that a faculty member in any particular area is not limited only to the research activities in that area. It is recognized that many faculty members perform, write, edit, compose, publish, consult, record, and participate in a wide variety of professional activities. Such breadth of activity is encouraged. However, each faculty member's primary efforts should be directed toward those activities in the area of his or her appointment. Depending on the type of activity and event, some may be considered professional service.

Annual evaluation ratings

Ratings will depend largely on the scope of the activity in question. For example, a presentation during an international conference will carry considerably more weight than a presentation at WTAMU. For examples of expected activities see Activities in Intellectual/Creative Achievement below.

To be considered for a rating of *Outstanding* in intellectual/creative achievement, faculty members will document evidence of significant and substantial activity which may be in a variety of activity areas. This rating is exceptional and significant when compared on a national level.

To be considered for a rating of *Excellent* in intellectual/creative achievement, faculty members will document evidence of significant activity which may be in a variety of activity areas. This rating is well above the minimum expectations, but is not exceptional within the School of Music.

To be considered for a rating of *Satisfactory/Excellent* in intellectual/creative achievement, faculty members will document evidence of activity which may be in several activity areas. This rating is above minimum expectations, but inadequate for purposes of promotion and tenure.

To be considered for a rating of *Satisfactory* in intellectual/creative achievement, faculty members will document evidence of minimum acceptable standards. Faculty members in this rating may show interest in intellectual creative activities without actually completing any such activity.

A rating of *Unsatisfactory* is issued for faculty members who report no activity in the field of intellectual/creative contributions and have removed themselves from the scholarly/creative mission of the department, college and university.

Activities in Intellectual/Creative Achievement

- Significant and multiple publications as the author, co-author, editor, or translator of books, chapters in books, articles, reviews, monographs, critical editions, and non-print materials. Publications subjected to substantial peer review will be regarded more highly than publications not subjected to such review.
- Invitation to act as an adjudicator in competitions such as TMEA, TMTA, etc. instrumental/vocal organizations, etc., when it is clearly an honor to have been selected.
- Commission, publication, or performance of musical compositions or arrangements
- Performances on commercial recordings or performances on commercial recordings of compositions by the faculty member
- Obtaining funds, either internal or external, for research, development, or instructional or program improvement
- Presentation of research, participation on panels, presiding over sessions, adjudication, performance as soloist, ensemble member, or conductor.
- Other forms of intellectual/creative achievement activities

Fostering the intellectual, performance, and creative environment:

- Creative or scholarly work that is recent rather than dated or repeated.
- Substantive participation in meetings, symposia, conferences, or activities of professional associations
- Collaborates with students in preparation for student productions, competitions, exhibits, recitals, etc. on the area/state/regional/national level.
- Memberships in appropriate, discipline-related regional and national professional societies.
- Directing workshops, institutes, or masterclasses
- Sustained record of attendance and participation in professional conferences.
- Appearances as recitalist (solo or joint), director, guest soloist, ensemble member, other music preparation staff, or conductor with paid professional groups or in professional (paid) settings
- Appearances as a speaker, conductor, soloist, actor, director, soloist, ensemble member on campus, i.e., faculty recital.
- As adjusted for completion of academic degrees or professional certifications
- As adjusted for activity in grant awards.
- As adjusted for prizes, awards, fellowships, or other recognitions or honors

Professional Service

Service to the department, the college, the University and the profession is an integral component of a faculty member's professional obligation. A faculty member's participation in the governance of the department, service to the college and University, and service to professional organizations and communities related to the candidate's research enhance the faculty member's professional standing, and brings recognition to the department, the college, and the University.

Annual evaluation ratings

To be considered for a rating of *Outstanding* in professional service, faculty members will document evidence of significant and substantial activity which may be in a variety of activity areas. This rating is exceptional and significant when compared on a national level.

To be considered for a rating of *Excellent* in professional service, faculty members will document evidence of significant activity which may be in a variety of activity areas. This rating is well above the minimum expectations, but is not exceptional within the School of Music.

To be considered for a rating of *Satisfactory/Excellent* in professional service, faculty members will document evidence of activity which may be in several activity areas. This rating is above minimum expectations, but inadequate for purposes of promotion and tenure.

To be considered for a rating of *Satisfactory* in professional service, faculty members will document evidence of the minimum acceptable standards. Faculty members in this rating may show interest in professional service without actually completing any such activity.

A rating of *Unsatisfactory* is issued for faculty members who report no activity in the field of professional service and have removed themselves from the professional service mission of the department, college and university.

Service to the university

- Committee chairmanship beyond the department level
- Multiple memberships on committees at any level
- Service to on-campus activities in area of expertise (i.e. camps, university programs, etc)
- Performs special administrative duties for the university
- Contributes to campus life by attending student and/or parent oriented events
- Attends commencements and freshman convocation
- Effective participation in administrative assignments; committees of the department, college, and/or university
- Assisting student organizations or activities.
- Non-credit or uncompensated teaching.
- Active participation in the recruitment of students: Developing opportunities to work with prospective students (undergraduate and graduate), active contact with public school and private instructors.
- Mentoring and coaching student groups
- Utilization of the professional abilities and expertise of the faculty members on behalf of continuing education in music or in the service of government agencies, citizens groups, educational or religious institutions, or charitable organizations at any level
- As adjusted for leadership in the development of academic programs, curricula, or other special projects assigned by the department head, dean, or provost.
- As adjusted for assisting student organizations or activities.
- Other forms of service to the university, college, or department.

Service to the community, state, nation, or world

- Application of professional knowledge in (uncompensated) service to the community, state, nation, or world (reimbursements or modest honoraria that cover travel or other incidental expenses are not considered compensation).
- Public service activities for governmental or non-governmental units at local, state, national, or international levels.
- Active contact with public school and private instructors
- Utilization of the professional abilities and expertise of the faculty members on behalf of continuing education in music or in the service of government agencies, citizens groups, educational or religious institutions, or charitable organizations at any level
- Other forms of service to the community, state, nation, or world.

Service to professional organizations

- Holds elected or appointed offices or board memberships in discipline-appropriate regional and national professional associations
- Serves as a professional consultant, reviewer, or accreditation review team member
- Service to professional organizations through editorial assignments.
- Elected or appointed offices, committees, or conference assignments.
- Publication of book/CD/product reviews in professional outlets (if not IC).
- Service as a consultant to or on behalf of educational institutions, professional associations, or government agencies.
- Other forms of service to professional organizations.

Honors for service

- As adjusted for awards, honors, and recognitions received for Professional Service.

Collaboration, Communication, Participation, Professionalism

- Completes and submits on or before deadlines all required and requested reports, documents, and forms.
- Attends scheduled faculty meetings.
- Maintains effective and timely communications with colleagues, supervisors, and external parties.
- Supports and participates in collaborative decisions of the program, department, college, and university.
- Abides by departmental, college, and university policies, rules, and regulations.
- Promotes the welfare of the program, department, college, and university.
- Completes committee responsibilities and other assignments.
- Demonstrates highest ethical and professional standards.