Lecturers must consult the College of Arts and Sciences Manual for Review of Lecturers and Promotion of Lecturers to Senior Lecturers. In the event of a conflict between the two documents, the College manual takes precedence.
INSTRUCTION

Georgia State University requires the services of teacher-scholars who are contributing significantly in the area of instruction and for whom there exists evidence that such teaching activities will continue in the future. These activities fall into three major categories: instructional lessons and pedagogy employed in regularly scheduled classes; individual supervision of recital preparation, research projects, music compositions, theory reviews, directed studies, honors papers, theses and dissertations; and the development of new and revised courses, programs, and/or concepts/methods of instruction.

Peer Review of Instruction

For lecturers who apply for promotion to senior lecturer, full-time tenured colleagues and senior lecturers will observe the candidates’ classes or lessons. For new lecturers these observations will begin during the second semester at Georgia State and continue annually through the third-year review to the application for promotion to senior lecturer following five years of service.

Lecturers must consult the College of Arts and Sciences guidelines for the Teaching Portfolio and Policy on Assessment of Teaching Effectiveness (see Appendix III of the School of Music Faculty Handbook). Overall teaching assessment is derived from the consideration of the following: 1) The teaching portfolio, which should include: material illustrating the advisement of recitals and papers; preparation and grading of Masters’ examinations; official advising of students (as indicated by, e.g. signed PACE forms or SOM advising records); acceptance of former students into graduate programs, appointment to faculty positions, or recognition in the profession; and student papers and related materials for Honors projects, and independent studies. The lecturer may also provide the School review committee with a video tape of his/her teaching, produced at the candidate’s convenience; 2) Observation reviews – lecturers may be observed in the classroom on an annual basis by a senior faculty member and/or administrator. Each observation visit should be prearranged with the candidate. A lecturer who teaches in an applied teaching area may also be observed annually and may give a master class during the year in which he/she is a candidate for promotion to senior lecturer. The master class would be observed by a senior faculty member. Faculty observers should make their notes in writing using the School of Music peer review form. The observer should discuss this written observation report with the candidate. The written report is then forwarded to the Director for the candidate’s file; and 3) Student Evaluations.

EVALUATION CRITERIA FOR INSTRUCTION

A. Academic Faculty

Academic instruction is of vital importance to the School of Music and its mission. A lecturer under consideration for promotion to senior lecturer status is expected to demonstrate the following attributes in the category of instruction: mastery of the subject matter; organization of
instruction; creation of syllabi with clear objectives, calendars, and criteria for assessment of student achievement; consistent class meetings; balance of teaching style with subject matter; currency in the discipline; use of supplement materials such as course-packs, study guides, handouts, Web materials, guest speakers and so on.

Outstanding. The candidate demonstrates exceptional mastery of his/her field, with innovative and creative presentations of course materials, and teaching/learning processes. Candidate documents lists of published instructional materials, teaching awards, and student activities, which may include their presentations at national professional meetings or acceptance to outstanding graduate programs. A candidate is evaluated as outstanding if the committee determines that the quality of his/her accomplishments exceeds the criteria for excellent.

Excellent. The candidate demonstrates innovative and creative presentation of course materials and teaching at a consistently high level; students are involved in academic activities (e.g. music conferences) at the regional or state level. Students are accepted to excellent graduate programs. The candidate should be recognized among students and colleagues as an effective and committed teacher, and should demonstrate an engagement with teaching and the curriculum beyond his or her assigned courses. Such a candidate may receive invitations to lectures that are based upon his or her reputation as a teacher/performer, and may also be involved in leading workshops, consultations, or producing pedagogical publications based upon his/her teaching accomplishments.

Very Good. The candidate performs teaching responsibilities consistently well; supporting material includes evidence of diligent preparation and a conscientious mentoring of students, as well as a commitment to enthusiastic, creative, and innovative pedagogy. Students are active in academic activities in the School and the local community, and are accepted into graduate programs.

Good. The candidate fulfills a majority of teaching responsibilities in an adequate manner. Supporting material should show evidence of diligent preparation and valid course content.

Fair. The candidate demonstrates minimal teaching competence.

Poor. The candidate demonstrates little evidence of teaching competence and an unacceptable record of instruction.

B. Applied Faculty

Three factors are considered in assessing applied Lecturers: 1) the success of graduates from the candidate’s studio as judged by the quality of their performances, acceptance for graduate study, or establishment of professional careers; 2) the number of students attracted and retained in the candidate’s studio; and, 3) the candidate’s knowledge of literature and styles, as evidenced by the candidate’s performances and/or those by his/her students.
Outstanding. The candidate is a master teacher who demonstrates exceptional ability to communicate and work effectively with students, providing them with current concepts and practices consistent with mastery of the field. The candidate consistently attracts high-quality students and maintains steady enrollment in the studio. Graduates are accepted into quality graduate programs and/or are sufficiently prepared for professional careers. Students participate in performance activities nationally. Students have won awards in significant competitions and/or orchestral auditions. Students perform a broad range of repertoire with high levels of musicianship, facility, and understanding of style. A candidate is evaluated as outstanding if the committee determines that the quality of his/her accomplishments exceeds the criteria for excellent. A candidate’s reputation as a master teacher/workshop clinician is recognized on a national and/or international level.

Excellent. The candidate demonstrates an exceptional ability to communicate and work effectively with students and provides them with current concepts and practices consistent with mastery of the field. The candidate consistently attracts new students with high levels of talent and musical proficiency to his/her studio. Student enrollment is consistent with workload expectation. Select graduates are accepted to major graduate programs and/or have professional careers as performers or teachers. Students participate in performance activities regionally or statewide. Students perform a broad range of repertoire with satisfactory technique and musicianship, and an understanding of the style. A candidate’s reputation as a master teacher/workshop clinician is recognized on a regional level.

Very Good. The candidate demonstrates above average ability to communicate and work effectively with students and provides them with current concepts and practices consistent with mastery of the field. The candidate attracts new students with average levels of talent and musical proficiency; studio enrollment is consistent with expected workload. Graduates attend graduate programs or begin professional careers. Student progress is evident. Students participate in school, community, and state performance activities. The range of repertoire provided to students is adequate and is performed satisfactorily with an understanding of its style. A candidate’s reputation as a master teacher/workshop clinician is recognized on a state level.

Good. The candidate demonstrates acceptable teaching competence. The candidate attracts new students infrequently. Studio enrollment consistently remains below expected level. Students perform a limited range of repertoire adequately. A candidate’s reputation as a master teacher/workshop clinician is recognized on a local level.

Fair. The candidate demonstrates minimal teaching competence. There is limited evidence of student progress, musicianship, or technical facility.

Poor. The candidate demonstrates little evidence of teaching competence as judged by pedagogy and student performance.
The College considers an evaluation of excellent in instruction to be necessary for reappointment following the fifth-year review and for promotion to senior lecturer.

SERVICE

In addition to being rated as excellent in instruction, a candidate must also be rated as having provided high quality service. The service of lecturers is judged with respect to degree of diligence and level of effectiveness. Lecturers who have been very diligent in meeting their assignments (e.g., who have consistently attended committee meetings required of them, who have performed all assigned tasks thoroughly and in a timely manner) and who have also completed their assignments thoughtfully and effectively, qualify for a rating of high quality service.

High quality service within the School of Music is achieved when the candidate demonstrates effective participation in the various programmatic and administrative areas of the School. Diligent and effective service includes participation in student auditions, juries, program implementation, policy development, review boards, as well as significant efforts in student recruitment and student advisement. There may also be evidence of important service activities beyond the university context in professional organizations in the candidate's field of specialization. The candidate is expected to promote and attend School events related to his/her field of specialization.