

**School of Music**  
**College of Arts and Sciences**  
**Georgia State University**  
**NON-TENURE TRACK FACULTY REVIEW AND PROMOTION**  
**GUIDELINES**

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1 **I. INTRODUCTION**

2 Non-tenure track (NTT) faculty housed in the School of Music are vital components of  
3 our faculty. The policies and procedures related to the review and promotion of faculty  
4 in non-tenure track ranks are outlined in this document (School guidelines), the College  
5 of Arts and Sciences Promotion Manual for Non-Tenure Track Faculty (college manual),  
6 and the Georgia State University Promotion Manual for Non-Tenure Track Faculty  
7 (university manual). Whereas the university and college NTT manuals provide general  
8 statements of the expected quality and significance of NTT faculty accomplishments,  
9 this document identifies the concrete forms these achievements should take. In  
10 particular, this document articulates the School’s criteria for the various rankings that  
11 candidates for promotion might receive in the areas of teaching and service. Candidates  
12 should consult the college and university manuals for matters of process and procedure,  
13 dossier requirements, and time-in-rank policies that govern eligibility for promotion  
14 consideration.

15 Of the NTT faculty positions in use in the School of Music, only regular, full-time lecturer  
16 track faculty are eligible for promotion. The ranks within the lecturer track include the  
17 following (listed from most junior to most senior): Lecturer, Senior Lecturer, and  
18 Principal Senior Lecturer. The general duties for lecturer track faculty are described in  
19 the college manual.

20 There are two tracks within the NTT faculty in the School of Music: Academic Lecturers  
21 and Applied Lecturers. Academic lecturers teach music theory and music history  
22 courses with MUS and MUA course listings. Applied Lecturers teach individual and/or  
23 group lessons within the performance, conducting, composition, jazz and ensemble  
24 areas; course listings include MUS and APXX. In the case where a lecturer teaches both  
25 applied and academic courses, their track will be decided by the Director based on the  
26 candidate’s primary area of expertise and courses taught.

27 **II. SCHOOL OF MUSIC REVIEW PROCESS FOR PROMOTION TO SENIOR LECTURER AND**  
28 **PRINCIPAL SENIOR LECTURER**

29 **A. Process Overview**

30 The primary stages of the School-level NTT faculty promotion review process are as  
31 follows:

- 32 1. Following notification of eligibility from the Dean’s Office, the candidate standing for  
33 promotion will submit the required review materials outlined in the college manual  
34 to the School Director.
- 35 2. The School Director forwards the candidate’s materials to the School review  
36 committee (or subcommittee for initial review, but the final recommendation must  
37 be made by the committee as a whole).
- 38 3. The School committee submits its recommendation, including any minority reports,  
39 to the School Director. The committee members will sign the report(s) on a separate

40 page/pages. The School Director will provide a copy of the School committee's  
41 report, including any minority reports, to the candidate with a notification that the  
42 candidate has the option to respond directly to the School Director within three  
43 business days.

44 4. The School Director submits her/his independent recommendation and the  
45 recommendation of the School committee, including any minority reports and any  
46 responses from the candidate, to the Dean's Office. The School Director will provide  
47 a copy of her/his own report to the candidate with a notification that the candidate  
48 has the option to respond to the Dean's Office within three business days. The  
49 Dean's Office will provide to the School Director a copy of any response from the  
50 candidate to the School Director's report.

51 See sections III and IV in the college manual for information on the evaluation processes  
52 at the college and university levels.

### 53 **B. Composition of School of Music Non-Tenure Track Promotion Review Committee**

54 The School of Music Non-Tenure Track Promotion Review Committee consists of all  
55 tenured faculty and all NTT faculty of Senior rank and above in the School (Senior  
56 Lecturer, Principal Senior Lecturer), except the Director of the School and any members  
57 of the School serving in a position that will review the candidate's promotion application  
58 at the college or university levels. According to the college manual, units may operate  
59 through a system of subcommittees that initially review and evaluate each candidate's  
60 credentials. All final recommendations must be made by the committee of the whole.  
61 The committee of the whole must meet to discuss and vote on its  
62 final recommendation. Faculty of equal or lower rank to the candidate's current rank  
63 may not vote on the final recommendation of the committee of the whole. In  
64 consultation with the School Director, the dean will augment the School promotion  
65 review committee with NTT members from other units when the School does not have a  
66 sufficient number of faculty to constitute a committee of at least three members, with  
67 at least one being tenured and one being NTT faculty.

## 68 **III. LECTURER REVIEWS**

### 69 **A. General Considerations**

70 There are five types of structured reviews for faculty in the lecturer track: 1) annual  
71 review leading to re-appointment, 2) third-year review, 3) fifth-year review with  
72 promotion to senior lecturer, 4) subsequent review with promotion to principal senior  
73 lecturer (the timing for which is defined in the college manual), and 5) post-promotion  
74 cumulative review (five-year structured review). In these reviews, the primary  
75 considerations are contributions in teaching and service, with consideration given to  
76 contributions in the area of professional development bearing on the candidate's  
77 knowledge as it relates to teaching performance. This document defines ratings that are  
78 used in all of the reviews listed above; however, the ratings in the body of the document  
79 are defined in the context of School expectations specific to candidates being

80 considered for promotion to senior lecturer or principal senior lecturer.

## 81 **B. Scope of Evaluations**

### 82 **1. Evaluation of Teaching**

83 As stated in the college manual, evaluation of teaching effectiveness will use the criteria  
84 of the college's policy ([http://www2cas.gsu.edu/docs/as/teaching\\_effectiveness.pdf](http://www2cas.gsu.edu/docs/as/teaching_effectiveness.pdf)).

85 Overall teaching assessment is derived from the consideration of the following:

86 **a. Teaching portfolio:** The teaching portfolio should include: material illustrating the  
87 advisement of recitals and papers; preparation and grading of Masters' examinations;  
88 official advising of students (as indicated by, e.g. signed PACE forms or SOM advising  
89 records); acceptance of former students into graduate programs, appointment to  
90 faculty positions, or recognition in the profession; and student papers and related  
91 materials for Honors projects, and independent studies. The lecturer may also provide  
92 the School review committee with a video of his/her teaching, produced at the  
93 candidate's convenience.

94 **b. Observation reviews:** Lecturers may be observed in the classroom on an annual basis  
95 by a senior faculty member and/or administrator. Each observation visit should be  
96 prearranged with the candidate. A lecturer who teaches in an applied teaching area may  
97 also be observed annually and may give a master class during the year in which he/she  
98 is a candidate for promotion to senior lecturer. The master class would be observed by a  
99 senior faculty member. Faculty observers should make their notes in writing using the  
100 School of Music peer review form. The observer should discuss this written observation  
101 report with the candidate. The written report is then forwarded to the School Director  
102 for the candidate's file.

103 **c. Student evaluations:** The review of a candidate's materials will include overall  
104 student evaluation scores, which are useful indicators of student perceptions of  
105 instruction. Evaluation scores, which the School will not rely upon exclusively when  
106 determining minimum qualifications for ratings, will be considered in the context of the  
107 normal range of scores for specific courses and for similar level courses (i.e., 1000, 2000,  
108 etc.) within the School. The review will also consider other important variables such as  
109 class size, whether the course is required or an elective, the response rate on the  
110 evaluations, and number of students enrolled in the course. In addition to average  
111 scores, the School will also be attentive to mean and median scores and to the impact of  
112 any outlying scores on averages. Qualitative evidence offered by the students' written  
113 comments on the student evaluation forms will receive serious attention from the  
114 School as a meaningful supplement to the quantitative data from the evaluation  
115 instruments. In light of these contextual elements, successful candidates for promotion  
116 normally earn consistently strong evaluations and high scores, as defined below.

117

118

119 **2. Evaluation of Service**

120 As stated in the college manual, contributions in the area of service include high-quality  
121 instructional service; contributions to the School, college, or university; professional  
122 service; and community and public service. Service for lecturers varies depending on  
123 the individual's core mission as defined by the School, but it is generally at the School or  
124 college level. Contributions to service in the School of Music typically include  
125 participation in student auditions and juries, program implementation, policy  
126 development, review boards, as well as student recruitment and student advisement.

127 There may also be evidence of important service activities beyond the university context  
128 in professional organizations in the candidate's field of specialization. The candidate is  
129 expected to promote and attend School events related to his/her field of specialization.

130 The review of candidates' records in service will consider the wide variety of tasks that  
131 the School Director might assign to particular faculty members. Candidates should  
132 document any arrangements made upon or after their initial appointment for them to  
133 take on special administrative duties or unusually heavy service loads. The degree to  
134 which assigned service responsibilities are made available to the candidate will also be  
135 part of the consideration of their service record.

136

137 **3. Additional Considerations**

138 Other factors and contributions that may be considered as part of the lecturer review  
139 include the following:

140 **1. Professional Development Contributions:**

141 It is expected that lecturers will manifest in their classes a rich intellectual background  
142 and a familiarity with current trends and methods in the discipline. Though not required  
143 for promotion, one way of achieving such a proficiency is through a program of scholarly  
144 or creative activities.

145 Since a lecturer's professional development is evaluated as a subordinate element of  
146 the overall record in instruction, it is incumbent on the candidate to demonstrate how  
147 the scholarly or creative work included in the dossier enhances his or her instructional  
148 effectiveness. The specific forms of professional development that a lecturer may  
149 produce are identical to those described in the School promotion and tenure guidelines  
150 for tenure track faculty, depending on the discipline: scholarly publications, publication  
151 of musical compositions, performances, recordings, participation as an invited or peer-  
152 reviewed master class presenter/clinician/lecturer, service as an adjudicator in major  
153 competitions, intellectual contributions to professional organizations, and so forth.  
154 Scholarship focused on pedagogy and curriculum should be included in the Instruction  
155 section of the dossier rather than under a Professional Development section.

156 **2. Role within the School of Music:**

157 Since needs of the School of Music often change, the role of the lecturers also may  
158 change. For example, if student enrollments shift, the college or School may need to

159 offer more sections of a course, or fewer. The review will include the role of the lecturer  
160 within the context of the mission of the School and the ability of the lecturer to fulfill  
161 effectively changing needs of the School.

## 162 **C. Criteria for Promotion**

163 As stated in the college manual, candidates will be evaluated based on the evidence  
164 submitted as having met or not met the standards for promotion in teaching and service  
165 relative to the evaluative terms *outstanding*, *excellent*, *very good*, *good*, *fair*, and *poor*.  
166 The single measure for achieving the standard for promotion in each category for each  
167 rank is defined in this section. The complete scale of evaluative terms that may be  
168 referenced in evaluations is included as an appendix to this document.

### 169 **1. Academic Lecturers**

170 Academic lecturers under consideration for promotion are expected to demonstrate the  
171 following attributes in the category of teaching: mastery of the subject matter;  
172 organization of instruction; creation of syllabi with clear objectives, calendars, and  
173 criteria for assessment of student achievement; consistent class meetings; balance of  
174 teaching style with subject matter; currency in the discipline; use of supplement  
175 materials such as course-packs, study guides, handouts, Web materials, guest speakers  
176 and so on.

177 The assessment of service of academic lecturers will include the considerations  
178 described in Section III.B.2 above.

#### 179 **a. Promotion from Lecturer to Senior Lecturer**

180 For promotion to the rank of senior lecturer, the candidate must demonstrate a level of  
181 competence and effectiveness in teaching that is evaluated as at least *excellent*,  
182 according to the college manual. Additionally, the candidate must provide a level of  
183 assigned service to the School, college, university, and/or to the professional and  
184 practice community that is evaluated as at least *very good*, which meets the university  
185 standard for promotion to senior lecturer.

#### 186 **i. Teaching**

187 To meet the standard in teaching for promotion to the rank of senior lecturer with a  
188 rating of *excellent*, the candidate demonstrates innovative and creative presentation of  
189 course materials and teaching at a consistently high level; students are involved in  
190 academic activities (e.g. music conferences) at the regional or state level. Students are  
191 accepted to excellent graduate programs. The candidate should be recognized among  
192 students and colleagues as an effective and committed teacher, and should  
193 demonstrate an engagement with teaching and the curriculum beyond his or her  
194 assigned courses. Such a candidate may receive invitations to lectures that are based  
195 upon his or her reputation as a teacher/performer, and may also be involved in leading  
196 workshops, consultations, or producing pedagogical publications based upon his/her  
197 teaching accomplishments. A candidate's reputation as a master teacher is recognized

198 on a regional level as evidenced by invitations to present teaching concepts at regionally  
199 significant universities, conferences, or symposia. The significance of these activities  
200 shall be determined by their relative importance in the field and not solely by their  
201 geographic location.

202 **ii. Service**

203 To meet the standard in service for promotion to the rank of senior lecturer with a  
204 rating of *very good*, the successful candidate demonstrates effective participation in the  
205 various programmatic and administrative areas of the School. Diligent and effective  
206 service includes participation in student auditions, juries, program implementation,  
207 policy development, review boards, as well as significant efforts in student recruitment  
208 and student advisement. There may also be evidence of important service activities  
209 beyond the university context in professional organizations in the candidate's field of  
210 specialization. The candidate is expected to promote and attend School events related  
211 to his/her field of specialization.

212 **b. Promotion from Senior Lecturer to Principal Senior Lecturer**

213 For promotion to the rank of principal senior lecturer, the candidate must demonstrate  
214 a sustained level of competence and effectiveness in teaching that is evaluated as  
215 *excellent*, according to the college manual. Additionally, the candidate must provide a  
216 level of assigned service to the School, college, university, and/or to the professional  
217 and practice community that is evaluated as *excellent*, which meets the university  
218 standard for promotion to principal senior lecturer. Successful candidates for promotion  
219 to principal senior lecturer will demonstrate continued growth in the time period since  
220 the last promotion. This growth might be in the area of teaching or service or both. It  
221 might be growth resulting in a higher ranking in one of these areas, but this need not  
222 necessarily be the case so long as the candidate has made improvements in discrete  
223 areas of their teaching or has mastered new skills or has made new contributions in  
224 teaching or service.

225 **i. Teaching**

226 To meet the standard in teaching for promotion to principal senior lecturer with a rating  
227 of *excellent*, the candidate demonstrates an exceptional ability to communicate and  
228 work effectively with students. Further, the candidate provides the students with  
229 current concepts and practices consistent with mastery of the field and its current  
230 literature; students are involved in academic activities (e.g. music conferences) at the  
231 state or national levels. Such a candidate may also be involved in leading workshops,  
232 consultations, or producing pedagogical publications based upon his/her teaching  
233 accomplishments. Select graduates are accepted to graduate programs at major schools  
234 and/or have professional careers as teachers. A candidate's reputation as a master  
235 teacher is recognized on a national or international level as evidenced by invitations to  
236 present teaching concepts at national or internationally significant universities,  
237 conferences, or symposia. The significance of these activities shall be determined by  
238 their relative importance in the field and not solely by their geographic location.  
239

240 **ii. Service**

241 The candidate will be judged as meeting the standard in service for promotion to  
242 principal senior lecturer with a rating of *excellent* if there is a demonstration of  
243 exemplary participation in the various programmatic and administrative areas of the  
244 School. Diligent and effective service includes participation in student auditions, juries,  
245 program implementation, policy development, review boards, as well as successful  
246 efforts in student recruitment and significant student advisement as evidenced by  
247 enrollment and matriculation data. There must also be evidence of significant service  
248 activities beyond the university context in professional organizations in the candidate's  
249 field of specialization. The candidate is expected to promote and attend School events  
250 related to his/her field of specialization.

251

252 **2. Applied Lecturers**

253 Three factors are considered in assessing the teaching effectiveness of applied  
254 Lecturers: 1) the success of graduates from the candidate's studio as judged by the  
255 quality of their performances, acceptance for graduate study, or establishment of  
256 professional careers; 2) the number of students attracted and retained in the  
257 candidate's studio; and, 3) the candidate's knowledge of literature and styles, as  
258 evidenced by the candidate's performances and/or those by his/her students.

259 The assessment of service of applied lecturers will include the considerations described  
260 in Section III.B.2 above.

261 **a. Promotion from Lecturer to Senior Lecturer**

262 For promotion to the rank of senior lecturer, the candidate must demonstrate a level of  
263 competence and effectiveness in teaching that is evaluated as at least *excellent*,  
264 according to the college manual. Additionally, the candidate must provide a level of  
265 assigned service to the School, college, university, and/or to the professional and  
266 practice community that is evaluated as at least *very good*, which meets the university  
267 standard for promotion to senior lecturer.

268 **i. Teaching**

269 To meet the standard in teaching for promotion to the rank of senior lecturer with a  
270 rating of *excellent*, the candidate demonstrates an exceptional ability to communicate  
271 and work effectively with students and provides them with current concepts and  
272 practices consistent with mastery of the field. The candidate consistently attracts new  
273 students with high levels of talent and musical proficiency to his/her studio. Student  
274 enrollment is consistent with workload expectation. Select graduates are accepted to  
275 major graduate programs and/or have professional careers as performers or teachers.  
276 Students participate in performance activities regionally or statewide. Students perform  
277 a broad range of repertoire with satisfactory technique and musicianship, and an  
278 understanding of the style. A candidate's reputation as a master teacher/workshop  
279 clinician is recognized on a regional level as evidenced by invitations to present teaching



280 concepts at regionally significant universities, conferences, or symposia. The significance  
281 of these activities shall be determined by their relative importance in the field and not  
282 solely by their geographic location.

283

#### 284 **ii. Service**

285 To meet the standard in service for promotion to the rank of senior lecturer with a  
286 rating of *very good*, the successful candidate demonstrates effective participation in the  
287 various programmatic and administrative areas of the School. Diligent and effective  
288 service includes participation in student auditions, juries, program implementation,  
289 policy development, review boards, as well as significant efforts in student recruitment  
290 and student advisement. There may also be evidence of important service activities  
291 beyond the university context in professional organizations in the candidate's field of  
292 specialization. The candidate is expected to promote and attend School events related  
293 to his/her field of specialization.

#### 294 **b. Promotion from Senior Lecturer to Principal Senior Lecturer**

295 For promotion to the rank of principal senior lecturer, the candidate must demonstrate  
296 a sustained level of competence and effectiveness in teaching that is evaluated as  
297 *excellent*, according to the college manual. Additionally, the candidate must provide a  
298 level of assigned service to the School, college, university, and/or to the professional  
299 and practice community that is evaluated as *excellent*, which meets the university  
300 standard for promotion to principal senior lecturer. Successful candidates for promotion  
301 to principal senior lecturer will demonstrate continued growth in the time period since  
302 the last promotion. This growth might be in the area of teaching or service or both. It  
303 might be growth resulting in a higher ranking in one of these areas, but this need not  
304 necessarily be the case so long as the candidate has made improvements in discrete  
305 areas of their teaching or has mastered new skills or has made new contributions in  
306 teaching or service.

#### 307 **i. Teaching**

308 To meet the standard in teaching for promotion to principal senior lecturer with a rating  
309 of *excellent*, the candidate demonstrates an exceptional ability to communicate and  
310 work effectively with students and provides them with current concepts and practices  
311 consistent with mastery of the field. The candidate consistently attracts new students  
312 with high levels of talent and musical proficiency to his/her studio. Student enrollment  
313 is consistent with workload expectation. Select graduates are accepted to major  
314 graduate programs and/or have professional careers as performers or teachers.  
315 Students participate in performance activities statewide or nationally. Students perform  
316 a broad range of repertoire with exemplary technique and musicianship, and an  
317 understanding of the style. A candidate's reputation as a master teacher/workshop  
318 clinician is recognized on a national or international level as evidenced by invitations to  
319 present teaching concepts at national or internationally significant universities,  
320 conferences, or symposia. The significance of these activities shall be determined by  
321 their relative importance in the field and not solely by their geographic location.

322 **ii. Service**

323 The candidate will be judged as meeting the standard in service for promotion to  
324 principal senior lecturer with a rating of *excellent* if there is a demonstration of  
325 exemplary participation in the various programmatic and administrative areas of the  
326 School. Diligent and effective service includes participation in student auditions, juries,  
327 program implementation, policy development, review boards, as well as successful  
328 efforts in student recruitment and student advisement as evidenced by enrollment and  
329 matriculation data. There must also be evidence of important service activities beyond  
330 the university context in professional organizations in the candidate's field of  
331 specialization. The candidate is expected to promote and attend School events related  
332 to his/her field of specialization.

333 **D. Other Lecturer Reviews**

334 The annual, third-year, promotion, and post-promotion cumulative reviews are all  
335 distinct from one another. Because these different evaluations cover different time  
336 periods and may involve different evaluating bodies, the results of these reviews may  
337 diverge. Therefore, a reliable inference cannot necessarily be made from the  
338 conclusions of one of the reviews to those of the others.

339

340 **1. Annual Review of Lecturers**

341 Along with tenure track and other non-tenure track faculty, all lecturer track faculty are  
342 evaluated on an annual basis. The evaluation will be based on the materials supplied by  
343 the faculty member, including her/his updated CV, annual report covering the prior  
344 calendar year, teaching portfolio, and any other appropriate materials. In consultation  
345 with the School Executive Committee, the School Director will evaluate the lecturer  
346 track faculty member's service and teaching and service using the criteria described in  
347 the Appendix.

348 **2. Third-Year Review of Lecturers**

349 The third-year review for lecturers is designed to assess the faculty member's  
350 effectiveness and progress toward promotion to senior lecturer. A School subcommittee  
351 composed of at least three faculty, which will include both tenured faculty and principal  
352 senior lecturers or senior lecturers, will prepare an evaluation of the lecturer's record.  
353 The School Director will provide an independent assessment before forwarding both  
354 evaluations to the Dean's Office for further evaluation of the record. The third-year  
355 review will employ the terms of the six-point scale used for promotion reviews.  
356 However, the spirit of the third-year review is different from that of the fifth-year  
357 review; it is meant to review the lecturer's achievements to date and provide mentoring  
358 regarding possible deficiencies that should be addressed before the fifth-year review.

359

360

361

362 **3. Post-Promotion Review of Senior Lecturers and Principal Senior Lecturers**

363 The post-promotion five-year cumulative review is designed to ensure that senior  
364 lecturers and principal senior lecturers remain effective and current in their pedagogy  
365 and accomplished in their service profiles. The review will cover the faculty member's  
366 teaching and service records over the last five years and will be based on the criteria  
367 listed in the Appendix. Faculty under review will present their dossiers (as described in  
368 the college manual) for evaluation by a committee of at least three faculty who are  
369 either tenured or at the rank of principal senior lecturer (with representation from each  
370 when the School has an available principal senior lecturer within its ranks). The School  
371 Director will provide an independent assessment and will then pass on both evaluations  
372 to the Dean's Office for response.

373 **APPENDIX: Complete Ratings Scale for Evaluations of Lecturer-Track Faculty to be used**  
374 **in Annual, Third-Year, Promotion, and Post-Promotion Cumulative Reviews**

375

376 **A1. Teaching (Academic Lecturers)**

377 **Poor:** The candidate demonstrates little evidence of teaching competence and an  
378 unacceptable record of instruction.

379

380 **Fair:** The candidate demonstrates minimal teaching competence.

381

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

385

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

391

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

402

403 **Excellent (Promotion to Principal Senior Lecturer):** In addition to the stated expectations  
404 for a rating of *excellent* in teaching above, the successful candidate for promotion to the  
405 rank of principal senior lecturer has students involved in academic activities (e.g. music  
406 conferences) at a statewide or national level, is involved in leading workshops,  
407 consultations, or producing pedagogical publications based upon his/her teaching  
408 accomplishments. A candidate's reputation as a master teacher is recognized on  
409 national or international level as evidenced by invitations to present teaching concepts  
410 at national or internationally significant universities, conferences, or symposia. The  
411 significance of these activities shall be determined by their relative importance in the  
412 field and not solely by their geographic location.

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

420 **Outstanding (Promotion to Principal Senior Lecturer):** In addition to the stated  
421 expectations for a rating of *outstanding* in teaching above, the candidate for promotion  
422 to the rank of principal senior lecturer documents lists of published instructional  
423 materials, teaching awards, and student activities, which include their presentations at  
424 national and international professional meetings or acceptance to outstanding graduate  
425 programs.

## 426 **A2. Teaching (Applied Lecturers)**

427

428 **Poor:** The candidate demonstrates little evidence of teaching competence as judged by  
429 pedagogy and student performance

430

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

433

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

439

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

449

450 **Excellent (Promotion to Senior Lecturer):** The candidate demonstrates an exceptional  
451 ability to communicate and work effectively with students and provides them with  
452 current concepts and practices consistent with mastery of the field. The candidate  
453 consistently attracts new students with high levels of talent and musical proficiency to

454 his/her studio. Student enrollment is consistent with workload expectation. Select  
455 graduates are accepted to major graduate programs and/or have professional careers as  
456 performers or teachers. Students participate in performance activities regionally or  
457 statewide. Students perform a broad range of repertoire with satisfactory technique  
458 and musicianship, and an understanding of the style. A candidate's reputation as a  
459 master teacher/workshop clinician is recognized on a regional level as evidenced by  
460 invitations to present teaching concepts at regionally significant universities,  
461 conferences, or symposia. The significance of these activities shall be determined by  
462 their relative importance in the field and not solely by their geographic location.

463

464 **Excellent (Promotion to Principal Senior Lecturer):** In addition to the stated expectations  
465 for a rating of *excellent* in teaching above, the successful candidate for promotion to the  
466 rank of principal senior lecture has students who participate in performance activities at  
467 a statewide or national level. Students perform a broad range of repertoire with  
468 exemplary technique and musicianship, and an understanding of the style. A  
469 candidate's reputation as a master teacher/workshop clinician is recognized on a  
470 national or international level as evidenced by invitations to present teaching concepts  
471 at national or internationally significant universities, conferences, or symposia.

472 **Outstanding (Promotion to Senior Lecturer):** The candidate is a master teacher who  
473 demonstrates exceptional ability to communicate and work effectively with students,  
474 providing them with current concepts and practices consistent with mastery of the field.  
475 The candidate consistently attracts high-quality students and maintains steady  
476 enrollment in the studio. Graduates are accepted into quality graduate programs  
477 and/or are sufficiently prepared for professional careers. Students participate in  
478 performance activities nationally. Students have won awards in significant competitions  
479 and/or orchestral auditions. Students perform a broad range of repertoire with high  
480 levels of musicianship, facility, and understanding of style. A candidate is evaluated as  
481 outstanding if the committee determines that the quality of his/her accomplishments  
482 exceeds the criteria for excellent. A candidate's reputation as a master  
483 teacher/workshop clinician is recognized on a national and/or international level.

484 **Outstanding (Promotion to Principal Senior Lecturer):** In addition to the stated  
485 expectations for a rating of *outstanding* in teaching above, the candidate for promotion  
486 to the rank of principal senior lecturer has students who participate in performance  
487 activities nationally and internationally.

488 **B. Service**

489

490 **Poor:** The faculty member does not fulfill assigned service obligations and is not a  
491 responsible citizen of the School.

492

493 **Fair:** The faculty member ineffectively fulfills assigned service obligations or is not a  
494 responsible citizen of the School.

495

496 **Good:** The faculty member does not always effectively fulfill assigned service obligations  
497 or is not consistently a responsible citizen of the School.

498

499 **Very Good:** The faculty member demonstrates effective participation in the various  
500 programmatic and administrative areas of the School. Diligent and effective service  
501 includes participation in student auditions, juries, program implementation, policy  
502 development, review boards, as well as significant efforts in student recruitment and  
503 student advisement. There may also be evidence of important service activities beyond  
504 the university context in professional organizations in the candidate's field of  
505 specialization. The candidate is expected to promote and attend School events related  
506 to his/her field of specialization.

507

508 **Excellent:** The faculty member has been diligent and highly effective as they carried out  
509 assigned responsibilities and contributed significantly to the mission of the School over a  
510 sustained period. The faculty member normally exhibits a track record of providing  
511 assistance to School advising efforts or to graduate teaching assistants and/or other  
512 non-tenure track instructors. In addition to continued growth in the areas of service  
513 described above, the faculty member's growth in service should also take one or more  
514 of the following forms: highly effective service as a School program director or in a role  
515 with a similar level of responsibility; recognition as a campus leader; significant service  
516 to the profession or community.

517

518 **Outstanding:** In excess of the stated expectations to achieve a rating of *excellent* in  
519 service, the faculty member will be judged to be *outstanding* in service if they have not  
520 only fulfilled their assigned responsibilities but also taken considerable personal  
521 initiative to seek out best practices and new opportunities for maximizing the success of  
522 the School in meeting its stated goals. She or he will have been recognized by their  
523 peers, students, or university administrators as having established a long track record of  
524 success in improving campus life in measurable or noticeable ways. Highly effective  
525 service as a School program director or in a role with a similar level of responsibility, as  
526 well as extraordinary service to the profession or community, are also indications of  
527 *outstanding* service.