

College of Music Faculty Handbook

(4.5) Faculty Merit Evaluations and Merit Standards by Division

NOTE: Division chairs will evaluate faculty using the four-point scale listed below which includes a rating for special merit, and shall make a recommendation as to each faculty member's eligibility for a merit increase.

- 1 - Performance is below the College's expectations.
- 2 - Performance is deemed generally satisfactory, but appears in one or more respects to be marginally below the College's expectations.
- 3 - Performance reflects the high quality of achievement expected by this College.
- 4 - Performance exceeds the high quality of achievement typical of the College of Music to the extent that special merit should be awarded.

(4.5.1) DIVISION OF COMPOSITION STUDIES GUIDELINES FOR MERIT EVALUATION

Section 1.1 Preamble--The Division of Composition Studies recognizes the need for diversity, both in its faculty's professional activities and its modes of instruction. Individuals will be encouraged to contribute to the program in a unique way and will be assured of a variety of routes to advancement. The merit evaluation will focus on teaching, professional activity, and service.

The Division Merit Evaluation Policies and Procedures shall be consistent with University policies as described in the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT), and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.

Section 1.2 Teaching--Evidence of teaching effectiveness must include student evaluations. In this Division, other indications of teaching effectiveness include, but are not limited to:

- Keeping abreast of current creative and scholarly work in the subjects taught.
- Faithful meeting of classes and lessons.
- Comprehensive coverage of material according to the course description and the students' needs.
- Accessibility to students.
- Production of appropriate syllabi and other course materials.
- New preparations.
- Teaching innovations.
- Teaching awards.
- Assisting students with career development and professional placement.
- Student accomplishments.
- Advising.
- Directing theses and dissertations as major or minor professor.
- Leadership role in curriculum development.

The faculty member may request observation of his/her teaching and/or the interview of his/her students by the Chair and/or other faculty members.

Section 1.3 Professional Activity--The professional activities appropriate to this Division include, but are not limited to:

- New works composed.
- Commissions.
- Compositions preformed.

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Compositions, books, and articles distributed through publication or other means.
Recordings released and distributed.
Reviews of compositions, books, and articles.
Conducting and/or performing activities.
Lectures and presentations.
Service as an officer in a professional organization.
Receipt of commissions, residencies, fellowships, grants, prizes, and awards.

Section 1.4 Service--The service activities appropriate to this Division include, but are not limited to:

Membership on thesis and dissertation committees (other than as major or minor professor).
Membership on Division, College, and University Committees.
Academic units and/or committees chaired/directed.
Activities coordinated and directed.

Approved Composition Division (December 6, 1991)

DIVISION OF COMPOSITION STUDIES CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

The Division of Composition Studies recognizes the need for diversity, both in its faculty's professional activities and its modes of instruction. Individuals will be encouraged to contribute to the program in a unique way and will be assured of a variety of routes to advancement. The merit evaluation will focus on teaching, professional activity, and service/administrative work. Precise load distributions will be negotiated between the faculty member and the division chair at the beginning of each calendar year, when the faculty workload report is initially filed. This report may be revisited at the beginning of the fall semester, at which time the faculty member and chair will determine if any adjustments to the load percentages need to be made.

Teaching

The following criteria must be met by all faculty during each annual evaluation period for a minimum of 30% declared on the teaching component of the faculty workload report:

1. Maintaining a full-time course load, consisting of 3 courses per semester or the equivalent in private lessons (at the rate of 6 students per course), or combination thereof. Course load reductions as a result of excessive professional or administrative/service obligations will be reflected by an increase in percentages in the relevant area(s) below and a corresponding reduction in teaching percentage.

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2. Directing theses and dissertations as major professor (typically included in the regular course load).
3. Punctual meeting of classes and lessons as outlined in the course schedule and syllabi.
 - a. Comprehensive coverage of material according to the course description and students' needs.
4. Production of appropriate syllabi and other course materials, which must be filed with the administrative assistant at the beginning of each semester.
5. Shepherding students through the respective degree programs in a timely manner: this is typically 4-5 years for undergraduates, 2-3 years for master's students, and 4-6 years for doctoral students.
6. Keeping abreast of current creative and scholarly work in the subjects taught.
7. Accessibility to students, including regular weekly office hours.

Additionally, faculty must document one or more of the following criteria in order to increase the declared amount of teaching activity beyond 30%:

8. Awards recognizing excellence in teaching
9. New course preparations
10. Teaching innovations
11. Assisting students with career development and professional placement.
12. Record of outstanding student accomplishments.
13. Advising beyond what is required for regularly assigned courses
14. Directing theses and dissertations as major or minor professor.

In addition to evidence reflected in course teaching evaluations, it is the prerogative of the division chair to observe faculty teaching and/or interview students to determine that the faculty member has met expectations for satisfactory teaching. Such observations/interviews are considered to be a regular part of probationary faculty members' annual evaluations.

Professional Activity

The following criteria must be met by all faculty during each annual evaluation period for a minimum of 30% declared on the professional component of the faculty workload report:

1. New works composed: Depending on the scope of the composition(s), this may range from one to three works per year; additional works or significant commissions may qualify for additional credit beyond the 30% base.
2. Performances of original compositions: two performances for each 10% declared
3. Compositions, recordings, books, and articles distributed through publication or other means (e.g., web-based resources): this should be ongoing, with evidence of such activity demonstrated each year.
4. Evidence of seeking commissions, residencies, fellowships, grants, prizes, and awards: while a satisfactory evaluation is not dependent upon receipt of such honors, it is expected that all tenured and tenure-track faculty regularly apply for such opportunities during each evaluation period.

Additionally, faculty must document one or more of the following activities in order to increase the declared amount of professional activity beyond 30%:

5. Reviews of compositions, books, and articles.
6. Conducting and/or performing activities.
7. Lectures and presentations, including on-campus venues not directly associated with teaching responsibilities, conferences, and invitations to other institutions.
8. Service as an officer in a professional organization.
9. Receipt of commissions, residencies, fellowships, grants, prizes, and awards.

Service/Administrative Activity

The following criteria must be met by all faculty during each annual evaluation period for declaring up to 10% service component on the faculty workload report:

1. Consistent participation in and substantive contributions to activities of the division, including regularly attending meetings, composition juries, graduate reviews, senior recital hearings, and recital committees.

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2. Contribution to Music Now, either by participating in a panel, presenting a lecture, or coordinating a guest event: minimum of once per year
3. Membership on at least one College or University Committee.
4. Membership on thesis and dissertation committees (other than as major or minor professor).

Additionally, faculty must document one or more of the following activities in order to increase the declared amount of professional activity beyond 10%:

5. Committee chairmanships.
6. Activities coordinated and directed.
7. Administrative appointments (e.g., division chair, area coordinator, center director): depending on the scope of the position, such assignments may increase the total service component to as much as 60%— in which case a corresponding percentage reduction in the teaching and/or professional component(s) may be necessary. Specific weighting is to be determined in advance (in consultation with the division chair and/or dean) and indicated on the faculty workload report.

(4.5.2) DIVISION OF CONDUCTING AND ENSEMBLES DIVISION
GUIDELINES FOR MERIT EVALUATION

1. General Criteria--The policies and procedures for promotion and tenure and merit evaluation in the Division of Conducting and Ensembles are supplemental to the University policies as described in the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT) and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.

2. Criteria for Evaluation

- a. Teaching--Demonstration of competence and effectiveness in teaching is central to the mission of the university and is an absolute requirement under these guide-lines. Efforts at curriculum development, teaching innovation, creative programming, and continuing self-education shall also be considered in the evaluation of faculty insofar as these activities pertain to teaching competence.

Evaluation of the faculty member's teaching performance will be approximately proportionate to the amount of load time assigned to each activity (teaching, conducting, administration, advising, research, etc.). However, consideration must be given to the fact that for certain directors the assigned administrative load figure may not represent fairly the full amount of administrative work necessary to maintain the ensemble program.

The success of the various ensembles in the College of Music is dependent upon the enrollment of adequate numbers of qualified students. Therefore, in recommending a faculty member for merit evaluation, consideration will be given to the appropriateness of recruitment activity relative to his/her assignment and the effectiveness of qualified students in the class-room, ensemble, or program.

- b. Scholarly, Creative and Professional Activities--Opportunities for professional recognition outside the University vary greatly in nature and extent among the various conducting disciplines represented in the Division of Conducting and Ensembles. Consequently a faculty member in this division shall be evaluated according to standards which are appropriate for the faculty member's ensemble specialization.

Creative and professional activity for members of this division is normally centered on ensemble performance (either as conductor, or as a director preparing an ensemble for collaborative performance); related activities, such as preparing compositions or arrangements, adjudication and clinics, seminars, workshops and camps. Though conductors are generally more involved in performance related activities, appropriate recognition shall nonetheless be given for publications (books, articles, translations, program notes, educational materials, etc.) and research (pedagogical and musicological, including public presentation of work in progress). Recognition shall

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also be accorded to awards and honors such as prizes and grants; participation in professional organizations (offices held or other professional contribution) shall be considered as evidence of a positive professional recognition. Other creative and professional activities not herein enumerated which serve to enhance the reputation of the faculty member should also be given proper recognition.

Significance shall be assigned to those activities, both on and off campus and including those involving UNT ensembles, which increase the regional, national or international reputation of the faculty member and the College of Music. In all of these categories, additional weight and significance shall be assigned in proportion to the scope of the activity (local, regional, national and international) and the professional stature of the entity with which the activity is associated.

- c. Service--Service activities include service to the Division of Conducting and Ensembles, the College of Music, the University, and to the community; of particular importance are performances for various University and community functions, but service activities may also include work on committees, service on the faculty senate, special administrative or other assignments, student advising, and holding office and/or contribution to community organizations. Additional significance shall be accorded positions with additional responsibilities, such as committee chairmanships.

Approved Conducting and Ensemble Division (January 29, 2014)

DIVISION OF CONDUCTING AND ENSEMBLES CRITERIA FOR MERIT REVIEW

The following defines standards of satisfactory performance in professional development, teaching and service for tenured and tenure/track faculty. Performance standards for lecturers are defined for the college as a whole in a separate College of Music policy document. In the case of faculty on probationary appointments, these standards will be also applied in the determination of recommendation for tenure, promotion, or contract renewal.

A. Professional Development

Faculty members shall maintain an active and productive agenda of creative activity and/or research. For purposes of annual review and merit evaluation, a high standard of performance excellence is expected of ensembles under faculty direction, and the artistic quality of such performance is to be considered a primary component in the evaluation of creative activity. Evidence of an active and productive agenda of creative activity and/or research may include, but is not limited to, guest conducting/directing of professional and academic ensembles; performances, lectures and presentations at professional meetings and other venues of regional, national and international stature; service as clinician at in-service and workshop environments in support of student recruiting and outreach; production and/or publication of articles, compositions, arrangements, recordings, editions, pedagogical works, and other materials that contribute substantially to the

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faculty member's professional area. Also considered will be evidence of developing leadership in the field through the impact of creative activity and research on the discipline and the pursuit of leadership opportunities such as serving as conference chairs and discussants, directors of workshops, etc. For probationary faculty, steady progress toward achievement of the division expectations for the granting of tenure and promotion will be deemed necessary to constitute satisfactory performance.

Criteria for Superior Performance

Faculty members whose professional development performance demonstrates continuous, sustained, and significant contribution are deemed superior or excellent. Superior performance includes both an increase in the quality and quantity of professional activities beyond satisfactory levels, and leadership in the field as described above for tenured faculty.

B. Teaching

Faculty members shall demonstrate a commitment to achieving excellence in all teaching related activities. Instructional competency and a commitment to excellence must be demonstrated with respect to the following activities:

Classroom Performance: Adherence to a regular classroom teaching schedule is expected in conformance with University and College of Music policies. Faculty will provide current syllabi, which must include grading standards as well as attendance policies, for all courses and performance ensembles. Faculty are expected to utilize adequate instructional materials and provide quality instruction, which includes appropriate classroom preparation, coverage of germane and current material, and the utilization of suitable measures of student performance. A determination of satisfactory performance in the area of teaching will be based on both student evaluations, which each faculty member must administer in accordance with University policy, and peer observation and evaluation conducted by the division.

Office Hours: During semesters in which faculty members are teaching, they will maintain at least three office hours per week and be reasonably available to students during normal working hours.

Teaching Workload: Each faculty member will negotiate an appropriate workload with the Division Chair in accordance with guidelines set forth in University and College of Music Workload Policy. In addition to the defined workload percentages for formal classroom instruction and ensembles, appropriate additional workload credit may be allowed for instruction related activities such as independent study and service on master's and doctoral committees.

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UNT Policies: Faculty must comply with all UNT Policies related to teaching and appropriate classroom behavior.

Criteria for Superior Performance

Faculty members whose teaching performance demonstrates continuous, sustained, and significant contribution to the education of students in all forms of pedagogy and instruction are deemed superior or excellent. Superior performance includes both an increase in the quality and quantity of instructional dedication and effectiveness in the division, the college, and the University, as evidenced, inter alia, by the receipt of teaching awards, superior mentoring and placement of students, innovative programming that enhances the students' breadth of development, and level of student achievement in ensemble performances.

C. Service

Probationary and tenured faculty shall contribute to the administrative responsibilities of their areas of the division, and additionally, as appropriate, at the division, college or university level. Each faculty member shall determine in consultation with the Division Chair the appropriate level of service that balances their creative and teaching workload.

Faculty members fulfill their service responsibilities through regular participation and attendance at division meetings, and through such activities as service on assigned or elected committees; faculty searches; assisting with college advancement activities; and community service opportunities and outreach which have professional implications, which would include, but are not limited to, activities such as media interviews, participation in university events, cultivation of alumni, and other activities which advance the general interests of the college and the university.

Criteria for Superior Performance

Faculty members who take on additional responsibilities are deemed superior or excellent if they show a continuous, sustained, and significant contribution to the administration of division affairs, university committees and offices, and community service opportunities and outreach with significant implications for impact on the profession.

Approved Conducting and Ensemble Division (January 29, 2014)

(4.5.3) DIVISION OF INSTRUMENTAL STUDIES DIVISION GUIDELINES FOR MERIT EVALUATION

Section 1.00. Principles and Procedures--The Division of Instrumental Studies Principles and Procedures for Merit Evaluation shall be consistent with University policy as described in the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT), and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.

Section 2.00. Criteria Guidelines--For continuing faculty members, merit salary increases shall be based on the record of a faculty member's activity in the current calendar year in which the academic year began, plus the preceding two years. Criteria for merit salary increases must include teaching effectiveness; scholarly, creative and professional growth; and service activities. Faculty must submit an annual update of the three years of activity.

2.10. Teaching activities include private instruction, classroom teaching, direction and coordination of ensembles, supervision of special problems classes, special lectures and presentations, jury adjudication, curriculum advising, recital advising, recital adjudication and auditioning.

2.11. Effectiveness shall be characterized by an ongoing commitment to excellence. Faculty members shall be evaluated on the quality and growth/retention of a faculty member's studio; student improvement; student achievement; student evaluations; significant student performances; class syllabi, class materials and awards. Teaching effectiveness shall also be determined by considering a faculty member's activity in other instructional related activities including advising, auditioning and adjudicating juries.

2.12. Faculty who teach in more than one division shall have the option of choosing evaluators from both divisions.

2.20. Research, scholarly, creative and professional activities include activities such as performances on and off campus; positions in significant performing organizations; recordings; publication; research; recruiting; master classes; clinics; adjudicating; holding of office and/or contribution to professional organizations; and grants received or applied for. Significance shall be given to activities both on and off campus that increase the regional, national and international visibility and reputation of the faculty member. Significance shall also be given to awards, prizes or grants received for performance or research.

2.21. The balance of professional activity is at the discretion of the faculty member depending upon his or her strengths and upon the needs of the individual area. Faculty members are not necessarily expected to be productive in all of the above listed professional activities in order to be ranked in the top category (ies). Consideration shall

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be given to the faculty member's overall contribution to the university based upon his or her strengths.

2.22. Consideration shall be given to senior faculty members with a history of outstanding teaching and performance and/or scholarly activity.

2.30. Service activities include service to the area or division, the college and the university, as well as professionally related public service activities. Service may include activities such as committee work, faculty senate work, special assignments, administrative tasks, advising of student organizations, and professionally related public service activities such as performance, clinics and workshops.

Approved: Instrumental Faculty

DIVISION OF INSTRUMENTAL STUDIES CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

Faculty must meet the minimum criteria in each category where assigned workload is greater than 0%.

I. Teaching

In order to be considered satisfactory, all of the following should be maintained:

- A. A lack of history of sustained complaints registered against a faculty member to the Coordinator, Divisional Chair, Associate Dean of Academic Affairs, or Dean of the College of Music.
- B. Overall student evaluation averages remain between 1.0 and 2.0 for two consecutive semesters.
- C. Evidence of teaching effectiveness in the forms outlined in the full divisional merit criteria.

II. Research/Creative Activity

- A. Activities, including but not limited to public performance, publication, scholarly or pedagogical activity, that increase the regional, national, and/or international reputation of the faculty member.

III. Service Activities

- A. Service to the division in the form of participation in admission auditions, ensemble auditions, juries, and recital/orals committees as appropriate to teaching duties.

- B. Service to one or more of the following: the College of Music, the University, the community.

(4.5.4) DIVISION OF JAZZ STUDIES GUIDELINES FOR MERIT EVALUATION

1. **Policy and Procedure:** The policies and procedures for merit evaluation in the Jazz Studies Division shall be consistent with the University policies as described in the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT) and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.
2. **General Criteria:** The general criteria for evaluation shall be consistent with the University Policy Manual and all other University and College policies relating to faculty merit.
3. **Criteria for evaluation of teaching:**

Teaching activities include: classroom teaching, private instruction, direction and coordination of ensembles, supervision of special problems classes, special lectures and presentations, jury adjudication and thesis advisement.

Effective teaching in the jazz area shall be characterized by a commitment to excellence. Faculty members may provide evidence of teaching effectiveness in the form of: class syllabi, student evaluations, documentation of awards and honors, documentation of significant student achievement (awards and honors), copies of classroom materials, and documentation of significant ensembles performances. Teaching effectiveness shall be determined additionally by considering the faculty members' activity in advising students, supervising graduate students, and other instructional related activities.

4. **Criteria for evaluation of research and scholarly activities:**

Research and scholarly activities in jazz studies may include activities in the following areas: presentation of scholarly papers, recordings (as a performer, producer, or composer), publications (articles, books, compositions and arrangements), non-published compositions, recordings, performances (concerts, clinic/concerts, and club appearances), research (pedagogical and musicological), adjudication, editing (Journals, articles and books), clinics, seminars, workshops, and camps. Significance will be given to activities, both on and off campus, that increase the regional, national, and international reputation of the faculty member. Significance will also be given to awards and honors such as prizes or grants for composition, performance, or research.

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Participation in professional organizations (offices held or contributions made to) shall be considered as evidence of a positive regional, national, or international reputation.

The Jazz Studies Division recognizes that performance, composition, and recording activities in commercial music as well as jazz represent valid artistic activities.

5. Criteria for evaluation of service:

Service activities include: service to the Jazz Studies Division, service to the College of Music, service to the University, and service to the community.

Service may include: recruitment, committees, faculty senate work, special assignments, administrative assignments, student advising, curriculum advisement, recital adjudication, recital advisement, professional and community organizations, public activities such as performances, clinics, consultation and workshops.

Approved: Jazz Studies Division

DIVISION OF JAZZ STUDIES CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

To be eligible for merit, a faculty member must meet these minimum criteria in each workload category for which the percentage is greater than zero.

1. Teaching

Evidence of teaching effectiveness in the forms outlined in the full divisional merit criteria.

No student evaluations higher than 2.0 (measured by overall mean for one class or ensemble) for two consecutive semesters.

2. Research/Creative

Activities, including public performance, publication, or scholarly or pedagogical activity, that increase the regional, national, and/or international reputation of the faculty member.

3. Service

Service to the division in the form of participation in admission auditions, ensemble auditions, juries, and recital committees as appropriate to teaching duties.

Service to one or more of the following: the College of Music, the University, the community.

(4.5.5) DIVISION OF KEYBOARD STUDIES GUIDELINES FOR MERIT EVALUATION

It is assumed as fact that every member of the Keyboard Division is by evidence of his appointment outstanding in his field by virtue of his training, experience and professional commitment. We strive for a collegiality that is mutually stimulating rather than competitive. While combining a diversity of taste, method and procedures, all faculty members within this Division are expected to support the very highest standards in teaching, research and/or performance, and to be dedicated to serving the entire academic community in the ways that best suit his or her individual resources and inclinations.

In past documents we have stated our aversion to numerical competitive ratings, as it is felt that this only promotes poor morale and a disintegration of collegiality. We feel just evaluations are best obtained from within our own division, subject to review and further evaluation by the Dean.

The following criteria and procedures shall be consistent with the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT), and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.

Recommendations for merit are based on a critical peer evaluation of the candidate's performance in these areas: teaching; scholarly, creative and professional activities; and service. Merit evaluations are based on an evaluation of these functions over a three year period.

I. Instructional Activities

- A. Assessment of student performances in juries, audition, recitals and competitions.
- B. Documentation of student achievement.
- C. Honors and awards for teaching.
- D. Evidence of ongoing growth in teaching.
- E. Evaluation of course syllabi and other teaching materials.
- F. It is strongly felt that the present system of student evaluation is neither helpful nor accurate and will not be a part of Divisional criteria.
- G. Direction of theses and dissertations.
- H. Any other activities related to achievement of excellence in teaching.

II. Scholarly, Creative and Professional Activities

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- A. Record of musical performances: Documentation should include programs, reviews or recordings of performances when available.
 - B. Scholarly publications with copies of items reported.
 - C. An account of master classes either taught or attended, guest lectures, papers presented, panel participation and adjudications.
 - D. Membership in professional organizations and all professional activity related to the keyboard discipline.
 - E. Scholarly and creative activity not resulting in publication or performance.
 - F. Honors, awards, grants or contracts relating to the profession.
- III. Service--Each member of the Keyboard Division has different areas of activity and expertise which lend service to the Division, College and University. It should be clear that committee work is only one of many activities under the service heading. Keyboard Division members are encouraged to be of service within those areas that best suit his or her inclinations and talents. This may include committee service to the University, College or Division; faculty senate work; special assignments and administrative duties; advising of student organizations; unusual visibility at the national or international level; fund-raising, recruiting or liaison work with the community. Certain kinds of adjudication, recruiting or performances may be construed as service instead of professional activities.

Approved: Keyboard Studies Division

DIVISION OF KEYBOARD STUDIES CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

Teaching

In order to be considered satisfactory:

1. No complaints, judged significant, registered against a faculty member to the Divisional Chair, Senior Associate Dean of Academic Affairs, or Dean of the College of Music.
2. Few (defined as 3 within a 2 year period) requests for change of studio initiated by students.
3. Average jury grades for students remain at B or above for any evaluation period.
4. Recital Hearings remain at 80% or above pass rate for any evaluation period.

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5. Student evaluation averages remain at 4.0 for any evaluation period.

To be ranked outstanding, worthy of promotion, in addition to the previous 5 items:

1. Students actively pursuing and gaining off campus performance experience, especially recitals.
2. Student participation and success in regional, national, and international competitions or other demonstrable professional or career achievement.

Professional Activities

For every 10% of load credit claimed:

Any two of the following activities (Two events may fall within the same category.)

1. Solo Recital (or solo appearances) by invitation
2. Significant collaborative role (demanding chamber music parts, continuo for important baroque or classical work) by invitation
3. Masterclass instruction by invitation
4. Commercial recording
5. Broadcast performance
6. Research and/or publication leading to articles and books
7. Preparation of performance editions

To be ranked outstanding, worthy of promotion, a minimum of 2 items for each year evaluated:

1. Several performances at national, international venues
2. Favorable Press Reviews
3. Demonstrable recognition of career accomplishments.
4. Demonstrative coverage of large body of repertory and avoidance of repeating the same major works for more than a two year period.

Service Activities

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1. For every 10% of load credit claimed:
 - a. One committee assignment at the divisional, college, or university level, or a significant assignment or office within an important professional organization.
 - b. Participation on graduate performance committees (recital evaluation), graduate examination, and DMA document committees within the Keyboard Division.
 - c. Participation at area auditions (live) and screening auditions.
2. Hold a significant office (or duty) in a professional organization Plus 1b and 1c.
3. Organize and administer a significant academic conference hosted at UNT. Plus 1b and 1c.
4. Administer several smaller tasks designated to facilitate the smooth, professional operation of the area and Division. Such tasks include, but not limited to, organization of departmental recital programs, organization and maintenance of departmental attendance, instrument supervision, etc. Plus 1b and 1c.

(4.5.6) DIVISION OF MUSIC EDUCATION GUIDELINES FOR MERIT EVALUATION

PREAMBLE--The Division of Music Education recognizes the educational and professional integrity of a program which features a diversity of goals and strengths. Such a program requires (1) a faculty with varied abilities, interests, and areas of expertise, and (2) a faculty evaluation/reward system which recognizes high productivity and individual achievement within such diversity. Each faculty member must be allowed the freedom to choose the route to advancement which best fits individual abilities and interests, and must have the assurance that the chosen route will be acknowledged by peers. It is, therefore, the intention of these guidelines to encourage each member of the Division of Music Education to develop unique contributions to the College of Music and profession and to achieve their maximum potential as music educators.

Music Education Division Merit Evaluation Policies and Procedures shall be consistent with the University Policy Manual, sections 06.007 (Annual Review), 06.027 (Academic Workload 6.14 (Supplemental Policy on Evaluating Tenured Faculty at UNT), and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation.

GOALS--In order to achieve the spirit of diversity as described in the Preamble, each faculty member must set goals against which their achievement, in part, will be measured. Each faculty member, in consultation with the Chair, shall annually declare specific goals and projected amounts of emphasis related to the three general areas: Teaching, Professional Activities/Research, and Service. Within each area, in consultation with the Chair, each faculty member will set goals which may be accomplished in a one to three year time period. Annual review will allow the faculty member to revise goals as opportunities and other conditions change.

MERIT EVALUATION CRITERIA--While the Division acknowledges individual differences and the freedom of each faculty member to choose a course of action, the Division also recognizes that merit evaluation serves as an important motivational force toward professional development, important professional recognition, and the achievement of distinction and acclaim for the individual, the Division, the College, and the University. To that end, the following merit evaluation criteria shall be applied:

- I. TEACHING--Regardless of other professional activities, high quality teaching is mandatory. The Division of Music Education, given its focus on teaching and learning in music, must be a model for all other divisions in this important activity. Evidence of teaching effectiveness must take into account, but is not limited to (1) thorough coverage of concepts and skills as specified by the curriculum, (2) use of effective teaching strategies suited to the subject matter, (3) measurable student achievement, and (4) positive student/teacher interpersonal relationships. The teacher is expected to be fair, impartial, conscientious, consistent, well prepared, thoroughly competent in knowledge of subject matter, informed regarding current trends in the field, and able to engender the respect of students. The Personnel Affairs committees will determine the quality of teaching through student appraisals of teaching, teaching awards, and other supporting documentation.

- II. SCHOLARLY, CREATIVE, AND PROFESSIONAL ACTIVITIES--The Division of Music Education must be composed of individuals who ceaselessly increase professional expertise, continually develop their individual scholarship, and perpetually advance their professional visibility and influence. Further, it is each faculty member's responsibility to augment and expand the body of knowledge in music education. Evidence of achievement in this area may be demonstrated through a large variety of means. Though means may vary, a degree of achievement in this area is expected of all tenured/tenure-track Division faculty.

The professional activities of each faculty member will be evaluated in terms of both quality and quantity, importance, scholarly significance, and breadth of influence. It is incumbent upon the individual to provide evidence that will enable the Personnel Affairs committees to properly evaluate these activities.

Efforts leading to publication are essential to any Division aspiring to a position of excellence, and, as a result, such activities must receive a high priority. Publication in this context should be viewed in a broad perspective to include books, book chapters, articles, reviews, recordings, translations, software, and other endeavors which might fit in such a category. Editorships and editorial board memberships also are evidence of an individual's achievement in the general area of scholarship. Publications subject to competitive review by peers will be considered particularly significant. Participation in the activities of professional organizations is another indicator of professional growth and opportunity for prominence. Presentation of scholarly papers, conducting clinics or workshops, serving in positions of international, national, and regional leadership, and other activities of equal significance are also highly valued. Of lesser importance, but still a mark of major recognition by one's peers, are appearances as panel moderator, participant, discussant, or other similar roles. Some appearances as panel moderator, participant, discussant, or other similar roles in prestigious international, national, or regional settings may be considered equal in importance to scholarly presentations, leadership positions, and similar activities.

Other important indicators of achievement include the receipt of fellowships, development leaves, and grants; musical performance; adjudicating; professional consulting; and other activities which exhibit scholarly and/or professional expertise and competence.

The Personnel Affairs committees will consider the quality and significance of each professional activity, and the quantity of such activities in evaluating the individual's achievement in this area. Particular importance will be placed upon those activities which clearly advance the reputation and stature of the individual faculty member, the Division, and the College. Activity at national and regional levels is expected of all tenured/tenure-track Division faculty. Demonstration of achievement is further enhanced by international and local activities.

- III. SERVICE--Service to the Division, College, University, Community, State, and/or Nation is expected of all faculty members and shall be evaluated on the basis of the extent and significance of the contribution.

Positions of leadership shall be particularly commendable. Other indicators of achievement in this area include awards for service, certificates of appreciation, and similar honors. Routine activities of the Division, such as division planning, recruiting, examination development and scoring, advising, counseling, general curriculum development and other similar activities are valued and important to the success of the Division. Faculty who expect to receive positive evaluations in the area of Service must contribute fully to the performance of these vital activities.

Approved, Music Education Division (Fall, 2017)

DIVISION OF MUSIC EDUCATION CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

Teaching

In order to be considered satisfactory, all of the following should be maintained:

1. A lack of sustained complaints registered against a faculty member to the Divisional Chair, Senior Associate Dean of Academic Affairs, or Dean of the College of Music.
2. Class evaluations that show a consistent minimum median rating of 3.0 (SPOT evaluation system) for the 3-year review period.
3. Appropriate advising of music education students each semester.

Professional Activities

In order to be considered satisfactory, three of the following activities should be completed within the 3-year review period (a three-year period of only performance/presentations is considered to be unsatisfactory):

1. Significant research and/or publication leading to articles or a book (published or evidence of progress)
2. Performances/presentations at appropriate scholarly meetings

Service

In order to be considered satisfactory, evidence of sustained service may be met by the following:

1. Committee assignments at the college or university level
2. Participation in all divisional duties, including ad-hoc divisional sub-committees
3. Participation at audition day interviews
4. Service at the local, state, national, or international level

Approved, Music Education Division (Fall, 2017)

(4.5.7) DIVISION OF MUSIC HISTORY, THEORY AND ETHNOMUSICOLOGY GUIDELINES FOR MERIT EVALUATION

Section 1.1 General Provisions—The Merit Evaluations and Procedures extend from the UNT College of Music Bylaws (revised 2006), Section 15C. The Division Reappointment, Promotion, and Tenure Committee is charged with evaluating faculty members according to Section 2: Statement of Criteria for the Evaluation of Division Personnel. The Division Chair will evaluate faculty members independently of the division RPTC; for the evaluation of the Division Chair, the Dean will replace the Division Chair in the procedure.

Section 1.2 Calendar--The Division Chair will oversee the Division RPTC's compliance with the deadlines stipulated by the Office of the Associate Dean in accordance with University and College calendars, and subsequently will call for evaluation materials from the faculty in a timely manner.

The Chair will forward the recommendations of the Chair and the Division RPTC to the individual faculty member prior to forwarding these recommendations to the College of Music PAC.

The faculty member will have ten (10) academic calendar days in which to request, in writing to the Chair, a hearing to challenge the recommendations of the Chair or the Division RPTC. If differences of opinion cannot be resolved, the faculty member may submit a rebuttal to the College Personnel Affairs Committee.

STATEMENT OF CRITERIA FOR THE EVALUATION OF DIVISION PERSONNEL

Section 2.1 Preamble--A well-conceived educational program will have a diversity of goals and objectives; such a program requires a faculty with varied abilities and interests. Each individual should be motivated to contribute to the program in a unique way and must have assurance that a variety of routes to advancement will be acknowledged.

Section 2.2 Significance of Activities--It is the policy of the Division to encourage its members to develop talents to the fullest potential, permitting each member to make a unique contribution. Balance is expected among the categories of evaluation and must be considered in any evaluation of merit.

The two categories that most clearly embody the mission of the Division are, in order of priority, (1) Professional Growth and Development and (2) Teaching. In compliance with the University Workload Policy, the percentage of workload assigned to these categories for each faculty member will be negotiated by the faculty member with the Division Chair to fulfill adequately the needs of the Division. These two categories, "Professional Growth & Development" and "Teaching," will weigh more heavily than the "Service" category in the peer evaluation process.

Because individual faculty members will make different contributions to the mission of the Division, the job descriptions and negotiated workloads of individual faculty will serve as the basis for evaluation.

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Section 2.3 Professional Growth and Development--A healthy Division must be comprised of individuals who are continually growing and developing their individual scholarship. Evidence of continued professional growth must be considered a basis for reward while lack of achievement must be considered a negative factor.

The professional activity of a faculty member must be evaluated in terms of scope, depth, and breadth of influence; as such, it is incumbent upon the faculty member to provide evidence that will enable the division RPTC and Chair to evaluate that professional activity. The division RPTC and Chair will evaluate the significance of the activity at all levels: local, regional, national, and international.

Research leading to publication is essential to any Division aspiring to a position of excellence, and such activity must receive high priority. While faculty are encouraged to reach and maintain high standards in both quantity and quality, any evaluation of the publication record of an individual must consider the quality as well as the quantity of such publications. Quality should be evaluated by objective means whenever possible, and may include consideration of such measures as reviews in professional journals, citations in works by other scholars, and invitations to participate in professional activities, for instance, by giving a talk at a conference or contributing a chapter to an edited volume.

Books, translations, articles, films, software, and other non-print media of publication that contribute to the advancement of knowledge in the discipline must be given the highest priority in the evaluation process.

Participation in the activities of scholarly professional organizations is another indicator of professional growth and development. Presentation of scholarly papers to such organizations is the most valued form of participation; of lesser importance, yet still a mark of recognition by one's peers, is the appearance on panels as moderator, chairperson, or discussant. Presentations made on campus, such as speaking on the Division Lecture Series, may also be considered in assessing professional growth. Again, the quality and significance of the particular presentation must be considered.

Other indicators of recognized scholarship include such activities as service as editor of a journal, service as an officer of an international, national, or regional scholarly association, and the receipt of fellowships and grants.

In general, any evidence of continued study and growth may be included in an evaluation of the professional development of a faculty member. However, all activities must be evaluated in terms of their tendency to advance the scholarly reputation of the individual faculty member and of the Division.

Section 2.4 Teaching--Quality teaching is expected. As a minimum, good teaching requires (1) keeping abreast of current scholarly work in the subjects taught, (2) faithful meeting of classes, (3) comprehensive coverage of material according to the course description, and (4) accessibility to students. Failure to meet these basic standards must be a negative factor.

Assessment of the quality of teaching must take into account (1) course materials submitted for consideration, (2) new preparations, (3) teaching innovations, (4) student appraisals of teaching, (5) teaching awards, and (6) effective advising of dissertations and theses, if applicable. The area coordinators observe the classroom teaching of untenured faculty members, once per year, for at least their first three years. A tenured instructor may also request the observation of his/her teaching and/or the interview of his/her students by any member of the Division faculty, who may then write in support of the faculty member.

Section 2.5 Service--Service to the Division, College of Music, University, and/or Community is expected of all faculty members and must be evaluated on the basis of the extent and significance of the contribution to the discipline and/or to the professional reputation of the faculty member.

PROCEDURE FOR AMENDMENT

Section 3.1 Initiation of Amendments--An amendment will be initiated in one of two ways: (1) by petition containing the signatures of at least twenty-five percent (25%) of the Division faculty, or (2) by the Division Chair.

Section 3.2 Procedure for Ratification--An amendment to Section 1; Divisional Guidelines for Merit Evaluation, to Section 2; Statement of Criteria for the Evaluation of Division Personnel, or to Section 3; Procedure for Amendment submitted by petition, will be received and reviewed by the Division Chair who, within thirty (30) academic calendar days, will present the proposed amendment to the Division faculty with recommendations from the Chair of the Division and from the Chair of the College of Music Personnel Affairs Committee. The proposed amendment and accompanying recommendations will be presented to the Division faculty at least fourteen (14) academic calendar days prior to faculty discussion and subsequent balloting. The amendment will be ratified upon a two-thirds vote in favor by the Division faculty.

Section 3.3 Forwarding of Amendments--Following ratification, the Chair will forward the amendment to the Chair of the College of Music Personnel Affairs Committee.

Approved: Division of Music History, Theory and Ethnomusicology

Amended: October 21, 2010

DIVISION OF MUSIC HISTORY, THEORY, AND ETHNOMUSICOLOGY CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

In order for a faculty member of the Division of Music History, Music Theory, and Ethnomusicology in the College of Music to attain a rating of “satisfactory” for any given academic year, we assume that he or she will maintain adequate standards of academic performance and integrity as it relates to all areas of faculty life at the university. Furthermore, faculty whose work is judged “satisfactory” will:

Instructional Activities:

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1. Demonstrate effectiveness in teaching from among the following as appropriate: the results of student evaluations, advising undergraduate thesis projects, advising graduate students on theses, dissertations, DMA projects, indications of student success in the profession, new course preparations, supervision of TAs and TFs, use of interactive telecommunications in the classroom, and other activities related to teaching;
2. Regularly meet his / her classes, consistent with University policy;

Scholarly, Creative, and Professional Activities:

3. Demonstrate ongoing work on at least one major research project or be engaged in scholarly activity to a degree commensurate with the percentage elected under “research”;

Administration and Service:

4. Regularly attend area and division meetings;
5. Comply with area and division policies, procedures, and deadlines;
6. Demonstrate ongoing service to a degree commensurate with the percentage elected under “service.”

Revised: November 2009

(4.5.8) DIVISION OF VOCAL STUDIES GUIDELINES FOR MERIT EVALUATION

1. General Statement--While faculty responsibility in the Vocal Studies Division is individually varied, certain commonalities apply. Voice faculty members are expected to be effective teachers. There must be evidence of scholarly, creative, and professional growth. All faculty are obliged to engage in service to the Division, the College, the University, and/or professionally related public service. The Vocal Studies Division further emphasizes the importance of a spirit of academic community. There must be a collaborative recognition of mutually agreed upon goals, policies, and procedures. Correspondingly, individual initiative is an essential component of the charge to each voice faculty member. Because of the varied nature of faculty mission in the Vocal Studies Division, criteria for evaluation are flexible in content and application.

For promotion to the upper ranks of associate and professor, the standards for faculty performance in the areas of teaching; research, creative activity, and/or professional activity; and service are progressively rigorous. This performance must transcend the local campus and community. Furthermore, at the rank of professor, there must be clear evidence of leadership in the discipline.

The following criteria and procedures are supplemental to all policies and procedures as described in the University Policy Manual, sections 06.027 (Academic Workload and Merit Evaluation of Faculty), 06.014 (Supplemental Policy on Evaluating Tenured Faculty at UNT), and 06.025 (Faculty Misconduct and Discipline) and all other University and College policies relating to faculty merit evaluation. College and University policies are a priori and take precedence over divisional guidelines.

2 Instructional Activities

a. Criteria:

- 1) Assessment by colleagues of the faculty member's student performances in juries, auditions, hearings, recitals, concerts, and competitions. [NOTE: This evaluation must be deferred at least until after the faculty member's first jury period.]
- 2) Documentary evidence of student achievement.
 1. Faculty honors and awards for teaching.
- 3) Evidence of ongoing faculty growth related to teaching.
- 4) Evaluation of course syllabi and related documentation.
- 5) Systematic assessment of student opinion regarding teaching effectiveness.

b. The Faculty Update documentation should include:

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- 1) A list of courses taught and other instructional assignments during evaluation period.
 - 2) Syllabi for courses taught.
 - 3) A statement of teaching philosophy and goals.
 - 4) Student evaluations of courses taught, submitted as prescribed by College of Music policy.
 - 5) Additional documentation, where applicable, of:
 - a) New preparations and/or revisions.
 - b) Student advising.
 - c) Direction of dissertations and/or theses.
 - d) Honors, awards, and grants for teaching.
 - e) Evidence of continuing education.
 - f) Other activities related to teaching.
3. Scholarly, Creative, and Professional Activities
- a. Criteria:
 - 1) The record of musical performance.
 - 2) Scholarly publications.
 - 3) Master classes taught, guest lectures, papers read or presented, panel memberships, and/or contest adjudications.
 - 4) Professional activity related to the vocal discipline, including committee positions and/or offices in professional organizations, chairing sessions at professional conferences and meetings, editorial responsibilities, reviews and/or publications on professional organizational activity.
 - 5) Scholarly and creative activity not resulting in publication or performance.
 - 6) Honors, awards, and grants (or contracts, etc.) for scholarly, creative, or professional activity.

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- 7) Other evidence of continuing scholarly, creative, and professional growth.
- b. The Faculty Update documentation should include, where applicable:
- 1) A list of musical performances during the evaluation period giving dates, type of performance or work presented, and location. Include printed programs, reviews, and/or documentation of performance. [NOTE: New faculty members should perform a recital or other major performance on campus within the first semester of appointment.]
 - 2) A list of scholarly publications during the evaluation period, including full bibliographic citations and a copy of items reported.
 - 3) Citation of master classes taught, guest lectures, papers read or presented, panel memberships, and/or contest adjudications. Give details concerning topics, sponsorship, location, etc., as appropriate.
 - 4) The record of participation in professional organizations, listing memberships, committee positions and/or offices held, sessions chaired, editorial responsibilities, reviews, and/or publications on professional organizational activity.
 - 5) List honors, awards, and grants (or contracts, etc.) for scholarly, creative, or professional activity.
 - 6) Indicate other evidences of continuing scholarly, creative, and professional growth, including continuing education, and scholarly or creative activity not resulting in publication or performance.
4. Administration and Service
- a. Criteria:
- 1) University-wide committees, faculty senate, special assignments, student advising not related to teaching, and/or other ad hoc service activities.
 - 2) College-wide committees, special assignments, student recruitment, student advising not related to teaching, and/or other ad hoc service activities.
 - 3) Division committees, special assignments, student recruitment, student advising not related to teaching, and/or other ad hoc service activities.
 - 4) Professionally related public service activities: volunteer participation as a consultant, board member, non-university committees, etc.
 - 5) Honors and awards for service.

- b. The Faculty Update documentation should include documentation of the activities outlined in the above criteria, where applicable.

Approved: Vocal Studies

DIVISION OF VOCAL STUDIES CRITERIA FOR SATISFACTORY RATINGS MERIT REVIEW

In order to be considered satisfactory:

Instructional Activities

1. No complaints, judged significant and substantiated, registered against the faculty member to the Division Chair, Senior Associate Dean of Academic Affairs, or Dean of the College of Music.
2. Average jury grades for students remain at B or above for any evaluation period.
3. Recital Hearings remain at 80% or above pass rate for any evaluation period.
4. Student evaluation averages remain at or better than 1.75 for any evaluation period for applied lessons and 2.0 for classroom evaluations.
5. Evidence that the applied studio students are actively pursuing and gaining two or more of the following: leading role in UNT opera, off campus performance experience, admittance to graduate programs, academic appointments, competitive summer workshop participation, significant master class participation, conference participation, competitions, or other demonstrable professional career achievements.

Scholarly, Creative and Professional Activities

Any one of the following activities for every 10% of assigned load credit (Multiple events may fall within the same category.) Some level of activity at the regional and national level is expected:

1. Solo Recital, concert, opera role or oratorio role by invitation
2. Master class or workshop instruction by invitation
3. Commercial recording
4. Concert appearance
5. Broadcast performance
6. Research activities that culminate in a presentation at a professional conference

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7. Publication of a scholarly paper or an article in a professional journal
8. An edited book or other original publication that appears as a book
9. Opera directing by invitation
10. Guest adjudicator by invitation (does not include local or regional NATS conferences)

Administration and Service

Any two of the following activities for every 10% of assigned load credit:

1. One committee assignment at the division, college or university level
2. Participation on masters committee for the oral exam (not as major professor)
3. Service on a DMA committee (not as major professor)
4. Hold a significant office (or duty) in a professional organization
5. Organize and administer a significant academic conference hosted at UNT.
6. Administer tasks designated to facilitate the smooth, professional operation of the area and Division. This could include participation in a search committee.