

Standards for Excellence  
in  
Teaching and Learning; Research, Scholarship, and Creative Work;  
and Service for Use in Decisions Regarding  
Merit, Tenure and Promotion

School of Music, College of Fine Arts  
Stephen F. Austin State University

(Approved February 18, 2005)

Candidates for tenure or promotion should also refer to College of Fine Arts  
“Policies and Procedures: Promotion and Tenure” located at  
[http://finearts.sfasu.edu/faculty\\_info.php](http://finearts.sfasu.edu/faculty_info.php)

**Guidelines:**

The School of Music is committed to attracting and retaining faculty members of the highest levels of excellence and accomplishment. To that end, the School believes careful decisions about hiring, tenure, promotion and merit are vital to its ultimate success. In addition to outstanding performance in the areas of teaching, creative activities and service, faculty members are expected to maintain collegial relationships with students and peers. While not ruling out honest disagreement or dissent, collegiality implies conduct that is open, tolerant, collaborative, professional, driven by high ethical standards, and implies conduct that can appropriately place the priorities of the group in perspective with the welfare of the individual. Collegiality, then, is the beginning expectation of all candidates for tenure, promotion and merit.

**Each of the three areas is to be assessed on the following rubric:**

**Excellent:** demonstrated performance of high merit.

**Good:** demonstrated performance of merit.

**Satisfactory:** demonstrated performance to justify continuation of appointment if received over a period of time, but not necessarily sufficient to support promotion or tenure if applied to an area in which significant contributions are required.

**Unsatisfactory:** demonstrated performance that does not support continuation of one’s appointment.

## **Criteria I - Teaching**

Teaching is the most important activity within the School of Music. It is expected that each faculty member will excel in the art of teaching. Criteria are based on successful learning outcomes, and the ability to motivate students to achieve at the highest levels possible.

**A. Teaching** - Evidence to be considered in the evaluation of teaching may include:

1. Demonstrated excellence and currency in instruction in the classroom, studio, or rehearsal hall as supported by data on successfully fulfilling learning outcomes;
2. Demonstrated ability to attract talented students to the School of Music;
3. Demonstrated success of former students;
4. Written statements by colleagues, including the School Director;
5. Unsolicited letters from former students, peers, or other experts in the field;
6. Compilation of all teaching evaluation forms completed anonymously by students as per the current policy for collection of student evaluation documents;
7. Knowledge of the subject matter taught, including range, depth, currency and use of diverse repertoire and teaching techniques when appropriate (including, for example, modern technology, improvisation, contemporary music, American music, and historically informed performance practices); and
8. Development of new courses, programs, teaching materials, or teaching techniques. Consistent with the goals of the School, faculty members are encouraged to complete the training for On-line instructors offered through OIT.

## **Criteria II - Creative and Professional Activity and Research**

Creative and professional activity and research may include any of a wide variety of activities, depending upon the field of specialization and the interest of the faculty member. It is expected that each member of the faculty will pursue research or professional activities appropriate to his/her field(s) of specialization and teaching assignments, and will achieve recognition among his/her peers in one or more such field of activity.

**B. Creative and Professional Activity and Research** - Evidence to be considered in the evaluation of creative and professional activity and research may include (work in progress and commitments accepted should be so indicated):

1. Publication as author, co-author, editor, or translator of books, chapters in books, articles, reviews, monographs, and non-print materials, as well as reviews of these publications (publications subjected to substantial peer review prior to publication shall be more highly regarded than publications not subjected to such review; it should be noted that publications in some teaching areas do not normally have peer review; faculty are not to be penalized in those cases);
2. Conducting research that is a significant contribution to the state of knowledge in the faculty member's field of expertise, and publication of the results;
3. Commissions for musical compositions;
4. Publication of musical compositions or arrangements;
5. Obtaining funds, either internal or external, for research or development or for instructional or program improvements;
6. Appearances on- and off-campus as speaker, conductor, soloist, ensemble member, panelist, or clinician, or as a director of a workshop or institute;
7. Presenting papers, speaking, participating in panels, presiding at sessions, adjudicating performing as soloist, ensemble member, or conductor, or otherwise participating in the meetings or activities of professional associations;

8. Appearances on- and off-campus as recitalist, guest soloist, or conductor with professional groups or in professional settings (i.e., professional appearances are recognized more highly than exchange concerts, for example);
9. Participation in symposiums and other selective gatherings of distinguished colleagues;
10. Performances by off-campus groups or individuals of compositions by the faculty member;
11. Performances on commercial recordings by the faculty member or performances on commercial recordings of compositions by the faculty member;
12. Winning of prizes, awards, fellowships, or other special musical recognition; and
13. Substantial evidence of “work-in-progress” similar to several other completed projects.

### **Criteria III - Service**

Service refers to activities that utilize the professional expertise of the faculty member. Each member of the faculty is expected to render a reasonable amount of service to the School of Music, to the university, and to the public at large.

**C. Service** - Evidence to be considered in the evaluation of service may include:

1. Effective service as an advisor to students;
2. Effective service in assisting with School administration;
3. Effective service on committees of the School of Music, the College of Fine Arts and the university and participation in meetings and other official activities of the School of Music;
4. Effective contributions to recruiting, grant writing, fundraising, or public relations efforts on behalf of the School of Music or the university;
5. Service in elective or appointive leadership roles in professional associations at the national, international, regional, state, or local levels;
6. Appearances on campus (beyond the normal responsibilities of the faculty member) as a speaker, conductor, soloist, ensemble member, panelist, or clinician, or as a director of a workshop or institute;

7. Utilization of the professional abilities and expertise of the faculty member without compensation or with nominal compensation on behalf of continuing education in music or in the service of government agencies, citizens' groups, educational or religious institutions, or charitable organizations at the local, state, national or international levels.
8. Service as a consultant to or on behalf of educational institutions, professional associations, or government agencies when it is clearly an honor to have been selected;
9. Service as an adjudicator in major competitions when it is clearly an honor to have been selected; and
10. Support for colleagues by collaborating in, performing in or attending concerts, faculty recitals, or presentations involving peers.

It is not expected that a faculty member will engage in all of the activities listed under any category. Neither is it expected that a faculty member will be equally active in each of the three categories. The question of what constitutes an appropriate balance of activities for a given faculty member should be discussed with the School Director and Dean. Each individual case will be considered on its own merits. The quality of contributions is of greater importance than the quantity.