## Marshall University School of Music

Faculty Evaluation Document



**School of Music Faculty Evaluation Document**

##### INTRODUCTION

This document outlines and explains the faculty evaluation process. The procedures and criteria enumerated here apply specifically to the evaluation of full-time music faculty members. Faculty should consult pertinent sections of the *Greenbook* foradditional policies and information. Faculty members are evaluated for continuing appointment (renewal), promotion, and tenure. Additionally, all full-time faculty members are reviewed annually in consideration for merit pay awards, as mandated by the Higher Education Policy Commission.

The Schol of Music affirms teaching as the first and foremost responsibility of all members of the faculty, who will teach in their areas of specialization, remain active and continue to develop their skills in performance and/or research areas, and serve as advisors and mentors to the students with whom they work. Faculty members are expected to represent the School and the university in state and national music organizations and to support the community through involvement with local arts organizations. Excellence in these areas can be observed through outcomes such as student achievements, distinctive contributions to the profession through scholarship and performance, and quality service to the university and community.

The evaluation process is intended to be positive, proactive, clear, and supportive of faculty members and Marshall University's educational mission. This document details procedures and communications that begin at the time a faculty member is hired and that extend through the faculty member's entire association with the School of Music.

This document was ratified by the faculty of the then Department of Music faculty and was made effective in the 2009 calendar year. This current version of the document (2021) does not contain any substantive policy changes in the 2009 document, but rather reflects updates in the names of academic units and changes in reporting procedures (i.e., use of Digital Measures rather than use of documents linked to the Marshall University website, etc.).

Dr. Susan Tusing, Director

School of Music

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College of Arts and Media

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##### THE EVALUATION PROCESS

Each fall the School director distributes an evaluation timetable for the academic year. Although specific dates change, the general timing remains the same. Areas to be evaluated are specified in the *Greenbook* and discussed further in this document. These include Administration, Teaching/Advising, Scholarly/Creative Activity, Service, and Professional Development/Recognition. In most cases, the supervisor is the School director.

Upon being hired by the School of Music, each new faculty member will receive an offer letter from the Dean of the College of Arts and Media, along with a written statement from the School director. The director's statement will identify the faculty member's area(s) of specialization, describe duties and teaching assignments for the first year of employment, and note expectations toward the terminal degree, where applicable.

The School director will be available to assist the faculty member in meeting the expectations of the position. The director and faculty member will meet to develop and review the Planning Page, review the teaching assignment, discuss progress toward goals established in

previous years, and consider items mentioned in letters of recommendation filed by the Faculty Concerns Committee or the director during previous evaluations. New preparations or areas requiring development or additional training should be discussed in depth, and a process developed by which the faculty member will address these or other concerns. If a faculty member possesses areas of specialization not included in the teaching assignment but of importance to the School mission or offerings, the director may discuss potential modifications to the teaching assignment.

The director assists the professional development of faculty members by contributing School resources where available and applicable. These may include appointment of a faculty teaching mentor, suggestions for external workshops or classes, changes to the schedule of observation of the class(es) of concern, or suggestions regarding funding support for appropriate activities.

###### CONTENTS OF THE EVALUATIVE FILE

The Evaluative File is compiled by all full-time faculty members and is used to assist in merit review, as well as in consideration of retention, promotion, and tenure decisions. This file is the principal document by which faculty members submit their cases for these actions. The file is reviewed by the Faculty Concerns Committee, the Supervisor, the CAM Personnel Committee, and the Dean of CAM, before a recommendation is submitted to the Academic

Vice-President.

The Evaluative File contains documentation of faculty activities and performance, including: self-evaluation, Annual Reports, evidentiary material in support of achievements, and recommendations of previous evaluative actions. An outline is provided to assist faculty members in placing materials in the appropriate order for submission.

###### SUBMITTING THE EVALUATIVE FILE

The Annual Report, Matrices and all supporting materials are due from all faculty members-on January 4 of the current academic year. In the event that January 4 falls on a weekend, the report will be due on the Monday immediately following. All materials will be submitted in a three-ring binder. Reports should be given to the School director and organized in the following manner:

1. a. Annual Report

b. Two Planning Pages - current calendar year and upcoming calendar year

1. Supporting documentation for Annual Report organized in the order it appears in the document and tabbed accordingly
2. Student Evaluations
3. Matrices

###### \*\*\*\*\*Evaluative Files will not be accepted late except in cases of unforeseen emergency or illness, or through prior negotiation with the supervisor! l! No additional materials may be added to the file after the due date has passed.\*\*\*\*\*

###### THE ANNUAL REPORT

The Annual Report is submitted each year by all full-time faculty members on the date established by the university administration. The Annual Report is written by the faculty member, reviewed by the Faculty Concerns Committee, Supervisor, College of Arts and Media committee, and the Dean. The OCR is calculated prior to submission to the College of Arts and Media office.

The Annual Report, including the self-evaluation page and planning pages, is completed via the *Digital Measures* platform, which is accessible through MyMU. The Annual Report period for continuing faculty is January 1 - December 31. New faculty or administrators should use their actual start date of employment through December 31.

###### SUPERVISOR'S EVALUATION

The Supervisor will submit an evaluation for probationary faculty or for faculty seeking

'promotion/tenure. This accompanies the evaluative file when it is submitted to the Dean of the

College of Arts and Media. This evaluation will offer an appraisal of the faculty member's accomplishments and/or areas of need. The faculty member will have the opportunity to submit a written response.

###### SELF-EVALUATION

The Self-Evaluation invites the faculty member to summarize major accomplishments from the year. Such summaries should be no more than two to three paragraphs. These brief comments should highlight accomplishments listed on the Planning Page, along with other significant events. Description is needed only in areas mentioned on the Planning Page. No comment is needed in a category where a faculty member records 0%. Instead, enter: *Not applicable.* This form should be signed and submitted with the evaluative file.

###### OVERALL COMPOSITE RATING (OCR) CALCULATIONS PAGE

This page provides the template for completion of percentages as negotiated on the most current Planning Page. These are placed beneath the corresponding *Negotiated Weight* colunn. Negotiated weights *must* match those that appear on the current Planning Page. This form must be signed and dated for submission.

###### ADMINISTRATION; DEVELOPMENT AND RECOGNITION; SCHOLARLY AND CREATIVE; TEACHING AND ADVISING; SERVICE

The pages provided for listing accomplishments in proscribed areas should be completed by listing events or including a brief sentence about accomplishments in applicable areas. When possible, actual dates and locations should be included. This information should be listed chronologically, from January through December. Events or accomplishments in a specific area should be organized using headings that parallel those on the matrices. A brief introductory statement may precede listings of events and accomplishments.

###### THE PLANNING PAGE

Each year, as required by *Greenbook* policy, every full-time, tenured or tenure-track faculty member submits a Planning Page that describes activities in the areas of Teaching/Advising, Scholarly/Creative, Service, and Professional Development/Recognition. New faculty members will submit this by September 15 of their first year of service. The Planning Page contains a description of activities to be undertaken in the upcoming academic year. The Planning Page is available online as part of the Annual Report form through the Office of Academic Affairs.

The Planning Page is completed by each faculty member and is submitted to the Supervisor. Following review by the Supervisor and a meeting with the candidate to discuss its contents, both will sign the document. The Planning Page includes Faculty Negotiated Weights, percentages of the evaluation assigned to each category under review. These are determined between the candidate and supervisor within College of Arts and Media parameters.

|  |  |
| --- | --- |
| Administration | 0-50% |
| Professional Development and Recognition | 0-20% |
| Scholarly and Creative | 5-60% |
| Librarianship | Not applicable |
| Teaching and Advising | 25-75% |
| Service | 5-50% |

Percentages must total 100%. It is possible that an area(s) may not be included in a given year.

The document is submitted to the Dean of the College of Arts and Media for endorsement and a copy is included in the evaluative file. A copy is provided to the faculty member and the Supervisor. Items listed in the Planning Page should correspond to the teaching assignment, to areas of professional development related to the field, to work that supports preparation for a new assignment, or to development work related to an area of current assignment.

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##### ANTICIPATED ACTIVITIES FOR EACH ROLE

This entry should be completed with a listing and/or brief narrative that supports the negotiated weights. The phrase *not applicable* should be used in areas where no percentage is assigned in a given year.

##### IMPROVEMENT PLAN

The Improvement Plan portion of the Planning Page will be used to describe any deficiencies and, more importantly, the steps to be taken to remediate those deficiencies prior to the next evaluation period. An improvement plan must be developed when a faculty member receives a rating of Needs Improvement or Unacceptable.

###### SUPPORTING DOCUMENTATION

Each faculty member will include additional materials that support the evaluative file.

These may clarify or elaborate items included in the file elsewhere or may support activities that do not fall within other review categories and may include items such as programs or letters of support. Such materials should be representative, rather than comprehensive.

###### STUDENT EVALUATIONS

The *Greenbook* mandates that each faculty member will conduct student evaluations of each course each semester, using forms made available through the university. The *Greenbook* explains the correct procedure for administering student evaluations. These evaluations are completed by students at the end of each semester. Data from these evaluations are summarized by the Institutional Research Office. Comments are transcribed in the School of Music Office and made available to the faculty member. Evaluation summaries and transcribed comments must be included with the evaluative file.

###### MATRICES

Each year, every full-time faculty member will submit a binder that includes documentation in support of the faculty member's work for the past year. The School of Music has developed matrices that serve as evaluative tools in consideration of merit awards. These matrices have been designed to align closely with evaluative categories enumerated in the Planning Page. These have been designed to assist faculty members in the School of Music in documenting work in a variety of areas. Copies of the matrix forms are included as an addendum to this document.

The matrices elaborate further the categories enumerated in the Planning Page. They include descriptors of areas through which faculty members may demonstrate performance in a review area. These descriptors or subheadings are neither proscriptive nor comprehensive, but rather, serve as a framework for the organization of faculty materials. Each matrix includes a subheading entitled " Other," to allow documentation of work that does not fit easily within other listed categories. The subheadings allow faculty members to concentrate evaluative ratings in the areas that apply most meaningfully to their job performance, within parameters determined by

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-. the College of Arts and Media. Allocation of these weighted ratings within each matrix is left to the

discretion of each faculty member and is not negotiated.

No later than December 15 the Supervisor will send out electronic copies of the matrices

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used in the merit process. Each faculty member will enter name and department, along with the negotiated percentage on the line *Source Matrix for* as it appears in the pertinent area of the

current Planning Page. The percentage that appears on the current Planning Plan *must* be used for the matrix. Each matrix has subtitles that correspond to those that appear under each heading in the Annual Report.

Faculty members weight the individual headings under *Role Activity* on each matrix. The amount, depth, scope, etc., of events and accomplishments, as listed on the corresponding Annual Report page, should guide the assignment of percentages in each area. These percentages should be placed in the corresponding row in the *Faculty %* column. All percentages in this row must be entered in tenths (i.e. 10% = .l; 50 % = .5; 5 % = .05) and must total 100%= 1.0. It is permissible to put 0% in an area, just as it is permissible to put 100% in a single area. Again, determination of these distributions is the decision of each faculty member.

When reviews by the Faculty Concerns Committee, the Supervisor, and the Dean are complete, a composite rating is es tabulated through the negotiated weights to create the Overall Composite Rating or OCR. This OCR is used in the determination of merit pay awards.

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###### FREQUENTLY ASKED QUESTIONS

Questions arise frequently as to the best category or categories in which to list particular accomplishments. Conducting a student ensemble in a concert, for example, may represent a semester's work in Teaching, while at the same time representing Scholarly/Creative Activity for the ensemble's conductor. The same concert, presented at a local elementary school or retirement center, may represent Service. Or, presented at a Presidential Inauguration, it may provide evidence of Development/Recognition. In the discipline of music, these overlaps are a frequent occurrence.

Faculty members may determine that an item merits inclusion in more than one category in the Evaluative File. Description of the item, however, may be provided within a single category, rather than being repeated in every applicable area. Reference to the primary category is sufficient elsewhere. Description should be included in the category that most closely represents the work's emphasis or purpose. The Supervisor or members of the Faculty Concerns Committee are available to offer recommendations on these types of questions or on other matters related to the organization of the file.

###### EVALUATORS

The evaluation process proceeds in the following sequence:

* Student Evaluations
* Faculty Concerns Committee
* Supervisor (School director)
* College of Arts and Media Personnel Committee
* Dean of the College of Arts and Media

***GREENBOOK***

The *Greenbook,* the officialfaculty handbook of Marshall University, is available online through the Office of Academic Affairs and is updated each August. The *Greenbook* states approved policies and guidelines of the University and the Board of Governors. Faculty members undergoing any type of evaluation should refer to pertinent sections of the *Greenbook* for further information regarding University policies and procedures.

###### CRITERIA FOR CONTINUING APPOINTMENT, PROMOTION AND TENURE

The following comments and criteria follow guidelines established by the University's Board of Governors as enumerated in the *Greenbook.* Faculty should consult pertinent sections of the *Greenbook* for these statements. Faculty members are evaluated when requesting one of three types of personnel action: continuing appointment (hereafter referred to as renewal), promotion, and tenure.

In the course of completing the Annual Report and review of probationary faculty members, the Faculty Concerns Committee, the Supervisor, and the Dean are charged with the

task of evaluating achievement in the categories of Teaching/Advising, Scholarly/Creative,

Service, and Professional Development/Recognition. In review of faculty members seeking promotion or tenure, the College of Arts and Media Personnel Committee participates in the process, as well. Achievements are rated with a four-point scale, using terms *exemplary (3.51-4), professional (2.51-3.50), needs improvement (1.51-2.50), unacceptable (1-1.50).*

Board of Governors guidelines stipulate specific minimum ratings for awarding of promotion and tenure, using *exemplary* and *professional* levels. These guidelines are stated in the *Greenbook.*

###### REQUIREMENTS FOR APPOINTMENT AS INSTRUCTOR

The entry-level rank of instructor requires that a candidate shall have earned a master's degree at a regionally accredited college or university, with a major appropriate to the teaching field. In certain special areas in which professional achievement is of unusual importance, or in which personnel holding higher degrees are not available, the bachelor's degree or its equivalent may meet the minimum for the rank of instructor. A candidate must show promise as an effective university teacher.

###### REQUIREMENTS FOR APPOINTMENT AS ASSISTANT PROFESSOR

The rank of assistant professor requires that a candidate shall have earned a master's degree at a regionally accredited college or university, with a major appropriate to the teaching field, and at least fifteen semester credit hours in courses appropriate to the teaching field beyond the master's degree. In certain special areas in which professional achievement is of unusual importance, or in which personnel holding higher degrees are not available, the master's degree or its academic equivalent may meet the minimum requirement for the rank of assistant professor. A candidate must have had at least three years’ experience as a full-time faculty member at a regionally accredited college or university, or other experience deemed as equivalent by the dean of the college, or an earned terminal degree from a regionally accredited university with a major appropriate to the teaching field. A candidate with teaching experience must have demonstrated his or her teaching professionalism and must show promise as a professional faculty member in other major areas of responsibility. Candidates without prior teaching experience must show promise as a professional teacher and as a professional faculty member in other areas of responsibility.

###### REQUIREMENTS FOR APPOINTMENT AS ASSOCIATE PROFESSOR

A candidate must have earned the master's degree at a regionally accredited college or university, with a major appropriate to the teaching field, and at least thirty semester hours in courses appropriate to the teaching field beyond the master's degree toward the terminal degree. A candidate without an appropriate terminal degree must have had at least seven years’ experience as a full-time faculty member, of which at least four years must be at the assistant professor rank at a regionally accredited college or university, or other experience deemed as equivalent by the dean of the college. A candidate with an earned terminal degree with a major appropriate to the teaching field must have had at least four years of experience at the rank of assistant professor as a full-time faculty member at a regionally accredited college or university or other experience deemed as equivalent by the dean of the college. Promotion and tenure may be awarded concurrently. A candidate must have demonstrated professional performance and achievement in all of his or her major areas of responsibility, and he or she must have demonstrated exemplary performance in Teaching/ Advising or in Scholarly/ Creative activity.

###### REQUIREMENTS FOR APPOINTMENT AS PROFESSOR

A candidate must have earned the terminal degree in a major appropriate to the teaching field from a regionally accredited university. Exceptions to the degree requirement may be made in the case of exceptional artistry and/or scholarship only if the appropriate college Promotion and Tenure committee so recommends. A candidate must have had at least four years of

experience in the rank of associate professor at a regionally accredited college or university. Promotion and tenure may be awarded concurrently. A candidate must have demonstrated professional performance in all of his or her major areas of responsibility, and he or she must have demonstrated exemplary performance in two or more such areas, including either teaching and advising or scholarly and creative activities.

###### ANNUAL CONSIDERATION FOR PROMOTION

All persons with the rank of instructor, assistant professor or associate professor who teach in one academic year at least one class in the university and who are employed full-time are entitled to annual consideration for promotion to a higher rank, provided that they have met

minimal levels of education attainment and years of faculty experience by the time the promotion would take effect.

###### CRITERIA FOR A RECOMMENDATION FOR TENURE

A candidate must have earned the master' s degree at a regionally accredited college or university, with a major appropriate to the teaching field, and at least thirty semester hours in courses appropriate to the teaching field beyond the master's degree toward the terminal degree. A candidate without an appropriate terminal degree must have had at least seven years’ experience as a full-time faculty member, of which at least four years must be at the assistant professor rank at a regionally accredited college or university, or other experience deemed as equivalent by the dean of the college. A candidate with an earned terminal degree with a major appropriate to the teaching field must have had at least four years of experience at the rank of

assistant professor as a full-time-faculty member at a regionally accredited college or university

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or other experience deemed as equivalent by the dean of the college. Promotion and tenure may

be awarded concurrently. A candidate must have demonstrated professional performance and achievement in all of his or her major areas of responsibility, and he or she must have demonstrated exemplary performance in either teaching and advising or in scholarly and creative activities.

###### EVALUATIVE RATINGS: WHAT THE NUMBERS MEAN

**Exemplary (3.51-4)**

A rating of Exemplary is accorded to work that exceeds expectations as stated in the job description and/or planning page. An exemplary rating represents work that in one or more aspects serves as a model for the activity. This rating may be achieved through the quality of the guidelines or procedures that guide teaching activities, highly successful student outcomes, work that supports the growth or development of the School in an exceptional way, or work that demonstrates the highest standards of professionalism in dealings with students or colleagues.

This rating may also reflect significant leadership in School activities or notable success in another area of activity or responsibility.

###### Professional (2.51-3.50)

A rating of Professional is accorded to work that fulfills all expectations as stated in the job description and/or planning page. A professional rating signifies that a faculty member is doing everything asked by the job and is a productive, contributing member to the life of the depa!1ment. Professional work fulfills all expectations as stated in the job description and/or planning page and clearly implements guidelines or procedures that yield successful student outcomes. This rating is given for work that supports the growth and development of the School in a consistent, effective manner or that documents success in a particular responsibility or activity.

###### Needs Improvement (1.51-2.50)

A rating of Needs Improvement is accorded to work that fails to fulfill one or more expectations as stated in the job description and/or planning page. A rating of Needs Improvement suggests that work is deficient in one or more areas, but that remediation may lead to a more positive rating in a subsequent evaluation. Receipt of a rating of Needs Improvement indicates the need for collaboration with the Supervisor to develop a plan to address the area(s) of deficiency. This rating is given for work that fails to achieve consistent, successful student outcomes or that fails to contribute to School goals or standards of professionalism with colleagues or students.

###### Unacceptable (1-1.50)

A rating of Unacceptable is accorded to work that fails to fulfill multiple expectations as stated in the job description and/or planning page. An Unacceptable rating suggests fundamental flaws in the approach to or implementation of job performance strategies. A significant reordering of priorities and/or procedures may be necessary or, in rare cases, a reassignment of responsibilities. Receipt of an Unacceptable rating indicates the need for consultation with the Supervisor. This rating may be given to a faculty member who fails to implement clear guidelines or procedures, fails to achieve successful, consistent student outcomes, or fails to work professionally and positively with colleagues or students.

###### EVALUATIVE CATEGORIES TEACHING AND ADVISING

In the School of Music, teaching is conducted primarily through the areas of

classroom instruction, applied instruction, and ensemble leadership. Teaching is assessed according to the effectiveness and appropriateness of course design, through peer observation,

and through the successful student outcomes that result from effective implementation of course

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materials.

For classroom teaching, success is assessed according to the fulfillment of expectations set forth in course syllabi, preparedness of students to meet the demands of sequential courses and/or acceptance to graduate programs, and through evidence available via classroom observations (in the case of probationary faculty or those applying for promotion or tenure), students evaluations, and student achievement, that instruction fulfills School objectives as measured by NASM, by tests such as the Praxis examination, and by our own School student assessment tools.

For applied instruction, student success is documented through timely advancement through the level system, successful completion of hearings, juries, and recital requirements, admission to respected graduate programs, recognition through competitions, and securing of in­ field employment. Student performances should demonstrate growth and nurture in appropriate performance literature, presentations, and musical and skill development, as reflected in the

School standards that the level system and other barrier evaluations have been designed to assess.

For ensembles. productivity and performance are assessed through the educational value. rigor. repertoire. and performance standards that characterize the ensemble's work and that represent the School of Music to wider audiences. Performances in tours and other recruiting efforts, festivals, University functions or service, or adjudicated venues may also provide evidence of achievement, as can successful outreach through or community involvement in ensemble activities. Through these and related means. ensembles demonstrate that they merit School support, that they provide meaningful opportunities for musical growth and development for students who participate, and that they represent the School of Music and Marshall University.

All full-time faculty members are expected to contribute to student advising. This can take the form of registration advising or in guidance of students in the preparation of capstone projects. recitals, competitions, auditions, grant applications, or other forms of portfolio development. Leadership in student professional organizations is yet another manifestation of advising.

###### SCHOLARLY/CREATIVE

Scholarly/Creative activity may include individual or group performances across a range of venues, from local to international, or publication or presentation of articles, books. compositions, editions, or journals. It may include activity at local , state, regional, or national or international levels that may result in various types of recognition or other return. Additionally. it may include unpublished manuscripts, scores, grants. or other work toward dissemination of work.

The merit of these activities may be measured through their enhancement of faculty productivity in the classroom. studio, or stage, or may bring credit to the faculty member and institution through recognition of scholarly or creative work in publications or compositions. Consideration is given to various processes of adjudication through which quality work is acknowledged, such as competitions, juried conferences. publication by selective presses, etc. Institutional benefits may also result from faculty work of a creative nature that is often termed

*<* "outreach," especially to schools, from which benefits are felt in the areas of recruitment or the dissemination of training to potential students.

###### DEVELOPMENT/RECOGNITION

Development of skill sets that enhance teaching (course or program design) and other types of faculty productivity or professional development that brings credit to the faculty member, the School, the university, and/or the students, recognition through work with professional organizations (holding of offices, presentations at adjudicated conferences (check against scholarly/creative), etc. There are many avenues through which a faculty member can remain current in a field, further current skills or understandings, and develop new areas of expertise. It is assumed for faculty members that development does not end with the completion of graduate study. This area of evaluation provides opportunity to document ongoing work to become a stronger, more productive representative of one's field.

Additionally, grant awards and other awards or prizes serve as important evidence of recognition of accomplishment and initiative by faculty members. If Scholarly/Creative activity demonstrates the quality or vigor of a faculty member's ongoing work, then Development/Recognition focuses on the credit that this work brings to the faculty member, to students, or to the institution.

###### SERVICE

Service may be documented through contributions to community, whether that community is the School of Music, the wider Marshall University population, the Huntington Tri-State area, or beyond. Service might include musical performances or presentations presented in concert with local organizations of other kinds. Work that might be considered service can be in one's field directly, indirectly, or work done outside one's field, that contributes to the betterment of others. Service as a musical performer sometimes borders between scholarly/creative activity and service, depending upon factors such as remuneration, level of performance expectations, audience, etc.

###### ADMINISTRATION

Some faculty members engage in administrative activities as a portion of their job assignments. Effectiveness in administrative roles may be demonstrated through fiscal management of budgets, endowments, or revenues, supervision and evaluation of personnel, maintenance and development of equipment and facilities, communication of goals, policies, or image to students, faculty, or community, academic stewardship through the development or maintenance of academic standards, and through various forms of organization.

# Addendum 1

Illustrations of Evaluative Ratings and Appropriate Achievement for Promotion and Tenure

Marshall University School of Music Faculty Evaluation Program

*Greenbook* policy requires evaluation of faculty candidates to employ a rating scale of *Exemplary, Professional, Needs Improvement, and Unacceptable.* The following definitions broadly consider these categories. In the School of Music, tenure or promotion to

Associate Professor requires an Exemplary rating in eithe;r the Teaching/Advising or Scholarly/Creative categories and a rating of Professional or higher in all other areas. Promotion to Full Professor requires an Exemplary rating in either the Teaching/Advising or Scholarly/Creative categories, an Exemplary rating in a second area, and a rating of Professional or higher in all other areas.

Unacceptable

* Failure to meet minimal or entry-level expectations in executing assignments or accomplishing a profile in activities.
* Evidence (found through observations and reading of evaluations) identifies deficiency in area of primary teaching responsibility.
* Failure to interact professionally and positively with colleagues in support of School al mission, or to uphold standards of professional conduct.
* Deficiencies in other areas of responsibility not consistent with previously determined areas of inexperience.

Needs Improvement

* Meets minimal or entry-level expectations in executing assignments or accomplishing a profile in activities.
* Follows guidelines or procedures established by others.
* Participatory role in most functions.
* Evidence (found through observations and reading of evaluations) documenting success in a particular responsibility or activity.
* Evidence (found through observations and reading of evaluations) of deficiency should be consistent with prior level of training or experience in that area,

as recognized in the initial contract.

Professional

* Clearly exceeds minimal expectations in executing assignments or accomplishing a profile in activities.
* Establishes guidelines or procedures in some aspect(s) of the area of responsibility.
* Leadership role in some functions.
* Evidence (found through observations and reading of evaluations) documenting notable success in a particular responsibility or activity.
* Minimal evidence (found through observations and reading of evaluations) of deficiency.
* Evidence of growth in areas previously found to be effective.

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Exemplary

* Models paradigmatic behavior in executing assignments or accomplishing a profile in activities.
* Establishes guidelines or procedures in several aspect(s) of the area of responsibility.
* Ongoing leadership role in functions.
* Evidence (found through observations and reading of evaluations) documenting consistent success in a particular responsibility or activity.
* Minimal evidence (found through observations and reading of evaluations) of deficiency or failure to complete a particular responsibility.
* Evidence of growth in areas previously found to be good.

The grids that follow establish a more specific interpretation of the broadly-defined distinctions given immediately above, and are representative of the accomplishments which will support application for a specific personnel action.

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Marshall University School of Music Faculty Evaluation Program

**Promotion to Assistant Professor**

**Categor·y**

**Rating: Professional Rating: Exemplary**

**Teaching/ Advising**

**Scholarly/ Creative**

**University Service**

**Community Service**

Contribution(s) to development or implementation of materials and/or courses

Consistently strong ratings and comments on student evaluations Peer review of teaching finds classroom management and

presentation of materials to be engaging and reflective of goals of the course

Leadership of applied studio commensurate with School goals and practices

Visible profile as performer, conductor, composer, researcher and/or writer

Documented evidence of consistent professional activity and initiation of reputation within the Huntington community

Presentation or publication of scholarly work in acknowledged professional venues

Membership on school committees Participation in school projects, e.g., auditions,

seminars, competitions

Professional and positive interaction with colleagues Conduct reflects maintains professional standards

Performances for local arts organizations

Membership on boards of appropriate arts organizations

Development and implementation of classroom materials and/or new courses

Consistently very high ratings and comments on student evaluations Classroom presentations found to be unique, engaging, and

reflective of students' needs

Leadership in applied area advances School goals and practices

Consistent and visible profile as performer, conductor, composer, researcher and/or writer

Documented evidence of consistent professional activity and initiation of reputation within the tri-state community

Presentation or publication of scholarly work in acknowledged

professional venues

Membership on school or college committees

Leadership of school projects, e.g., auditions, seminars, etc.

Participation in special projects, e.g., masterclasses, special visits by/to high school students

Performances for tri-state arts organizations

Membership on/leadership of boards of appropriate arts organizations Membership on boards of community organizations

Marshall University School of Music Faculty Evaluation Program

**Category Rating: Professional**

**Promotion to Associate Professor**

**Rating: Exemplary**

**Teaching/ Advising**

**Scholarly/ Creative**

**University Service**

**Community Service**

Significant contribution to development of courses and/or materials Ongoing and diligent work as an advisor

Consistently strong ratings and comments on student evaluations Peer review of teaching finds classroom management and

presentation of materials to be engaging and reflective of students' needs

Visible profile as performer, conductor, composer, researcher and/or writer

Evidence of consistent and significant professional activity

beyond the Huntington community

Initiation of reputation within the state or larger tri-state region in the field of expertise

Publication of scholarly work in acknowledged professional journals or other print sources

Presentation of scholarly work at meetings of acknowledged professional societies or prominent educational sites

Membership on school committees Membership on college committees

Participation in school projects, e.g., auditions, seminars, competitions

Participation in university events, e.g., Scores, Hospice benefit, Merit College

Performances for local arts organizations

Membership on boards of appropriate arts organizations

Development and implementation of new courses and/or classroom materials

Documented work with students in pursuit of individual projects and achievement

Consistently very high ratings and comments on student evaluations Classroom presentations found to be unique, engaging, and

reflective of students' needs Service on Thesis Committees Leadership in applied area

Consistent and visible profile as performer, conductor, composer, researcher and/or writer

Evidence of consistent and significant professional activity beyond the Huntington community

Documented evidence of developing reputation within the state or the larger tri-state region in the field of expertise

Ongoing publication of scholarly work in acknowledged professional journals or other print sources

Presentations of scholarly work at meetings of acknowledged professional societies or prominent educational sites

Leadership positions on school or college committees Membership on university committees, as available and appropriate Initiation of special projects, e.g., masterclasses, special visits by/to

high school students

Leadership of special projects on behalf of the school, college, or university

Performances for or leadership role in local arts organizations Membership on boards of appropriate arts organizations Membership on boards of community organizations Leadership role in community projects

Marshall University School of Music Faculty Evaluation Program

**Category Rating: Professional**

**Promotion to Full Professor**

**Rating: Exemplary**

**Teaching/ Advising**

**Scholarly/ Creative**

Regional reputation, as demonstrated through presentations at conferences, schools

Coordination of multi-section courses

Consistently very high ratings and comments on student evaluations, peer and supervisor’s evaluations

Significant external achievement by students Documented work with students in pursuit of individual

projects and achievement

Service on Thesis Committees

Leadership in areas of appointment (applied, classroom, ensemble, etc.)

Sustained recruitment efforts

Consistent, significant, and visible profile as performer, conductor, composer, researcher, and/or writer beyond the tri-state community

Ongoing record of reputation within the field of expertise,

as shown by invitations, nominations, positions of leadership Ongoing publication of scholarly work in acknowledged professional

journals or other print sources

Sustained record of presentations of scholarly work at meetings of acknowledged professional societies or prominent educational sites

Regional or national reputation, as demonstrated through presentations at conferences, schools

Coordination and leadership of multi-section courses Consistently very high ratings and comments on student

evaluations, peer and supervisor’s evaluations

Significant external achievement by students including graduate study, career entry and success

Documented work with students culminating in public presentation of their projects

Chair of Thesis Committees

Leadership in areas of appointment (applied, classroom, ensemble, etc.)

Leadership in recruitment efforts

Consistent, significant, and visible profile as performer, conductor, composer, researcher, and/or writer in the region or nation Distinguished reputation within the field of expertise, as shown by

invitations, nominations, positions of leadership, etc.

Substantial record of publications or presentations of scholarly work

**University Service**

**Community Service**

Leadership positions on school or college committees Membership on university committees, as available and appropriate Initiation of special projects, e.g., masterclasses, special visits by/to

high school students

Leadership of special projects on behalf of the school, college, or university

Sustained record of performances for regional arts organizations Membership on boards of appropriate arts organizations Membership on boards of community organizations

Leadership on boards of community organizations Leadership role in community projects

Sustained record of leadership positions on school, college and university committees

Initiation and leadership of special projects, on behalf of the school, college, or university

Appointment to special or ad hoc university committees

Substantial record of performance, participation, and leadership

for and on behalf of regional arts and community organizations

Marshall University School of Music Faculty Evaluation Program

**Tenure** ·

**Category Rating: Professional Rating: Exemplary**

**Teaching/ Advising**

**Scholarly/ Creative**

**University Service**

**Community Service**

Development of courses and/or materials Coordination of multi-section courses as appropriate Ongoing and diligent work as an advisor Consistently strong ratings and comments on student

evaluations

Peer review of teaching finds classroom management and presentation of materials to be unique, engaging, and reflective of students' needs

External accomplishments by students

Successful improvement in areas recommended by committee and chair during previous evaluations

Sustained profile as performer, conductor, composer, researcher, and/or writer

Evidence of consistent and significant professional activity beyond the tri-state community

Sustained reputation within the state or larger tri-state region in the field of expertise

Publication of scholarly work in acknowledged professional journals or other print sources

Sustained record of presentation of scholarly work at meetings of acknowledged professional societies or prominent educational sites

Leadership position(s) on school committees Membership on college/university committees Leadership of school projects, e.g., auditions,

seminars, competitions

Leadership of college/university events, e.g., Scores, Hospice benefit, Merit College

Sustained record of performances for tri-state arts organizations

Membership on boards of appropriate arts organizations Leadership role in community projects

Efforts to aid in student retention

Development and implementation of new courses and/or classroom materials

Documented work with students in pursuit of individual projects and achievement

Consistently very high ratings and comments on student evaluations

Classroom presentations found to be unique, engaging, and reflective of students' needs

Service on Thesis Committees

Successful presentations related to teaching given outside the School

Leadership in principal area of appointment (applied, classroom, ensemble, etc.)

Initiate and sustain recruitment efforts

Consistent, significant, and visible profile as performer, conductor, composer, researcher, and/or writer beyond the tri-state community

Ongoing record of record of reputation within the field of expertise, as shown by invitations, nominations, positions of leadership, etc.

Ongoing publication of scholarly work in acknowledged professional journals or other print sources

Sustained record of presentations of scholarly work at meetings of acknowledged professional societies or prominent educational sites

Leadership positions on school or college committees Membership on university committees, as available and appropriate Initiation of special projects, e.g., masterclasses, special visits by/to

high school students

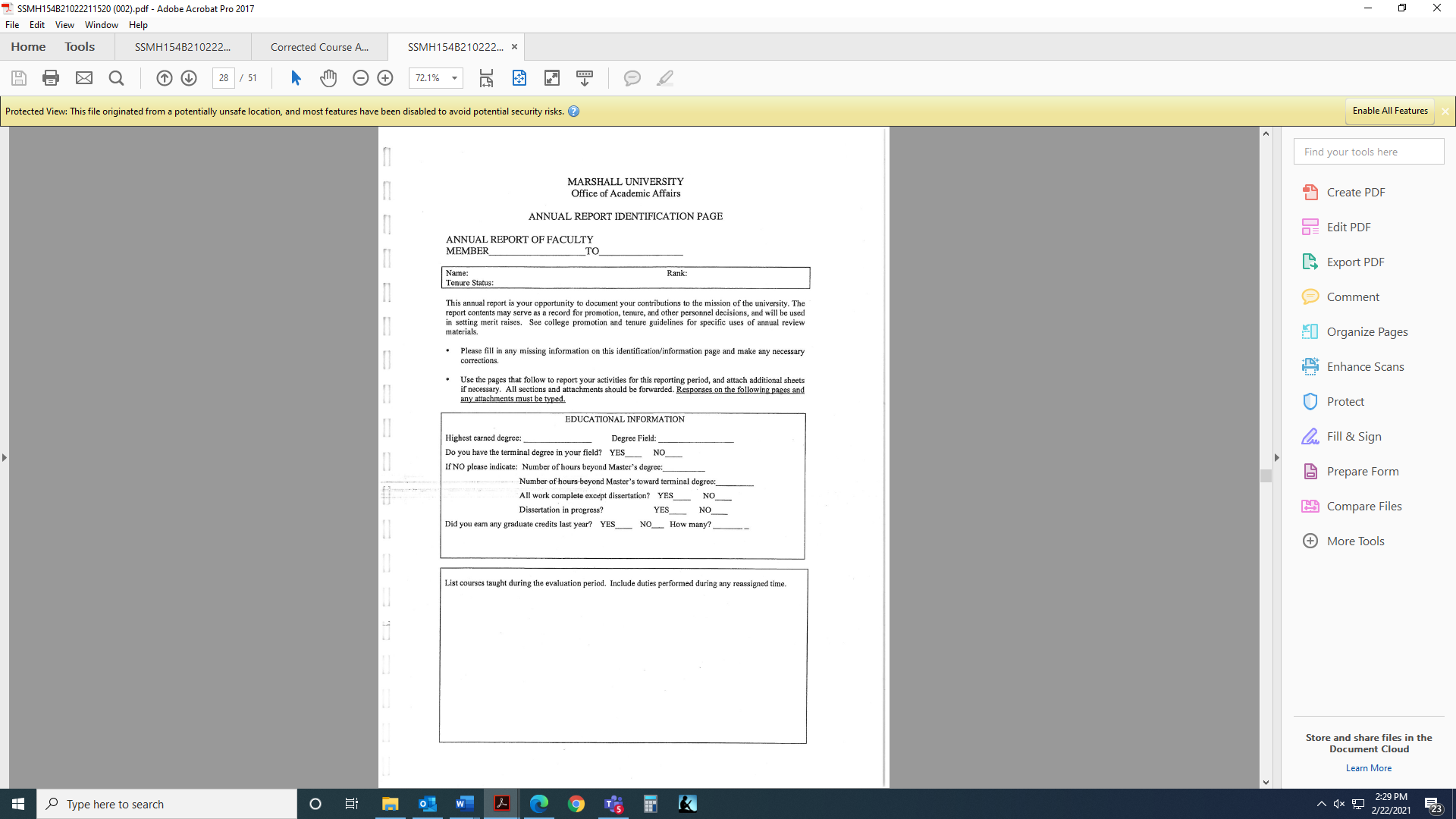
Leadership of special projects on behalf of the school, college, or university

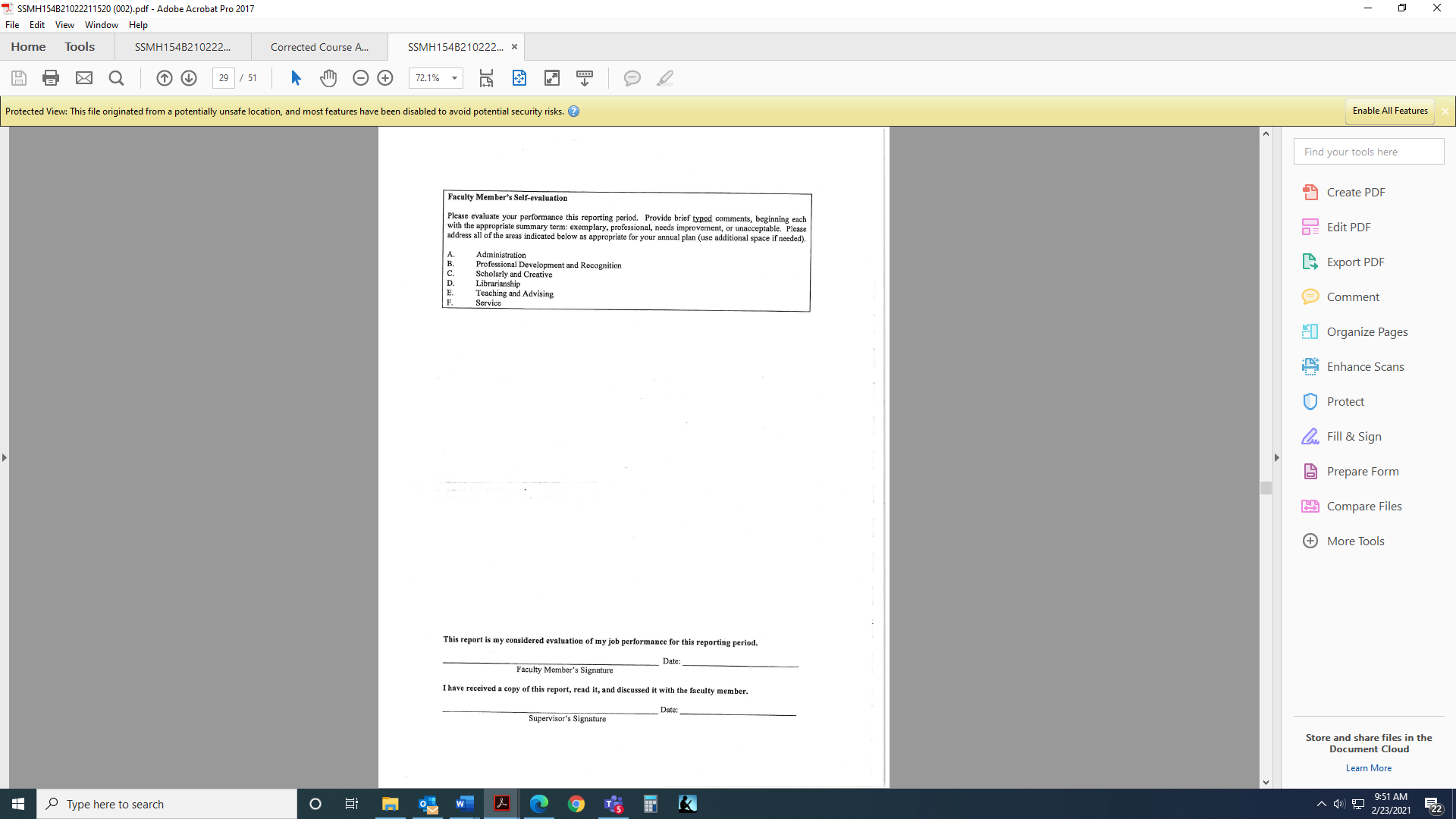
Sustained record of performances for regional arts organizations Membership on boards of appropriate arts organizations Membership on boards of community organizations

Leadership on boards of community organizations or projects

## Addendum 2

Annual Report Document/ Matrices/OCR Page





**ROLE: ADMINISTRATION**

List and provide appropriate documentation as defined by the academic unit of your administration activities for this reporting period. Select from the roles and activities menu and add additional activities as appropriate. Use additional space as needed. The activities described here will help provide documentation for the administration matrix and calculations.

**ROLE: PROFESSIONAL DEVELOPMENT AND RECOGNITION**

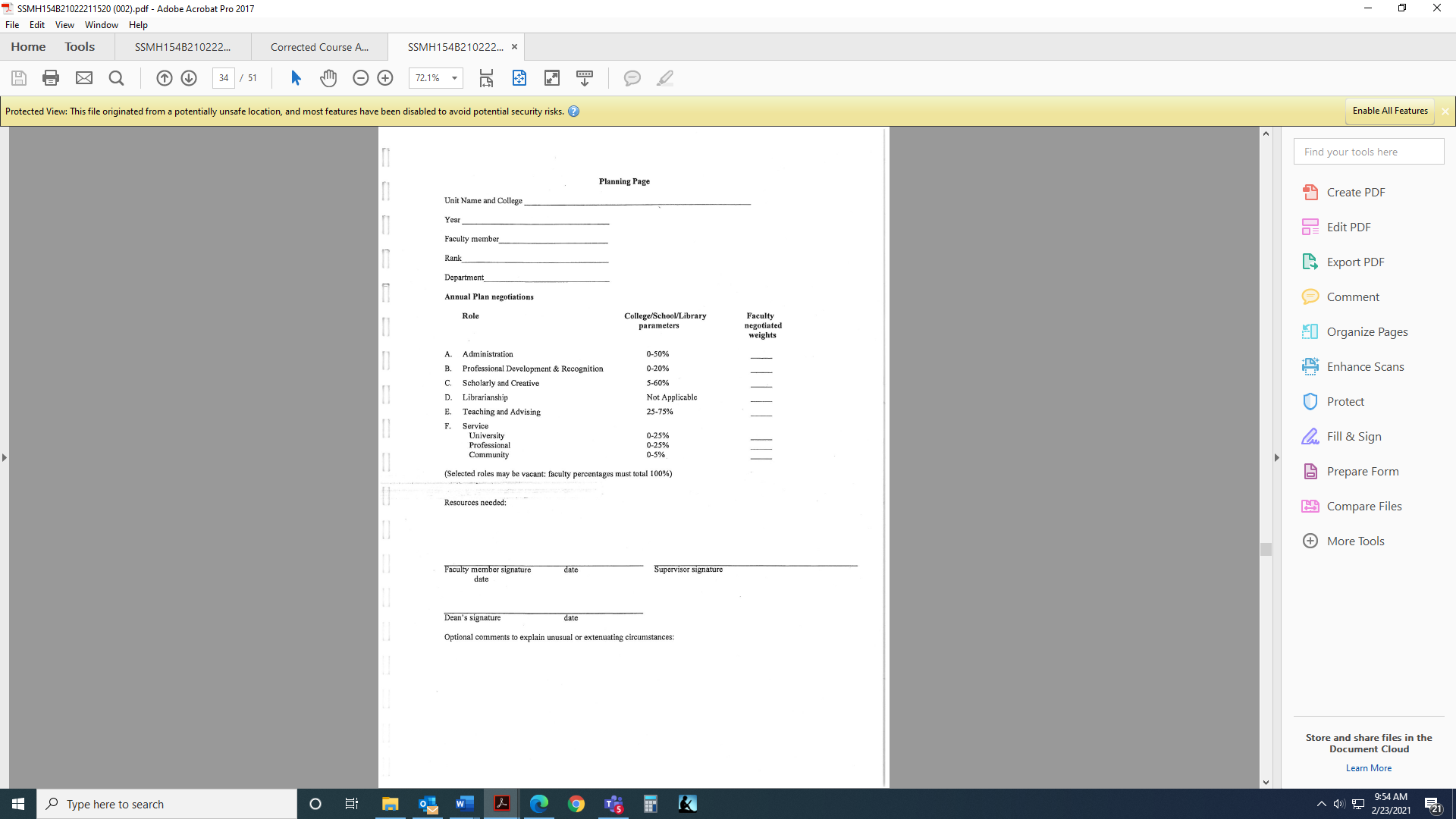
Please list and provide appropriate documentation as defined by the academic unit of your professional development and recognition activities for this reporting period. Select from the roles and activities menu and add additional activities as appropriate. Use additional space as needed. The activities described here will help provide documentation for the professional development and recognition matrix and calculations.

**ROLE: SCHOLARSHIP AND CREATIVE**

Please list and provide appropriate documentation as defined by the academic unit of your scholarship and creative activities for this reporting period. Select from the roles and activities menu and add additional activities as appropriate. Use additional space as needed. The activities described here will help provide documentation for the scholarship and creative matrix and calculations.

**ROLE: SERVICE**

Please list and provide appropriate documentation as defined by the academic unit of your service activities for this reporting period. Select from the roles and activities menu and add additional activities as appropriate. Use additional space as needed. The activities described here will help provide documentation for the service matrix and calculations.



**Anticipated activities for each role**

(Write "Not applicable" for roles not included in individual plans)

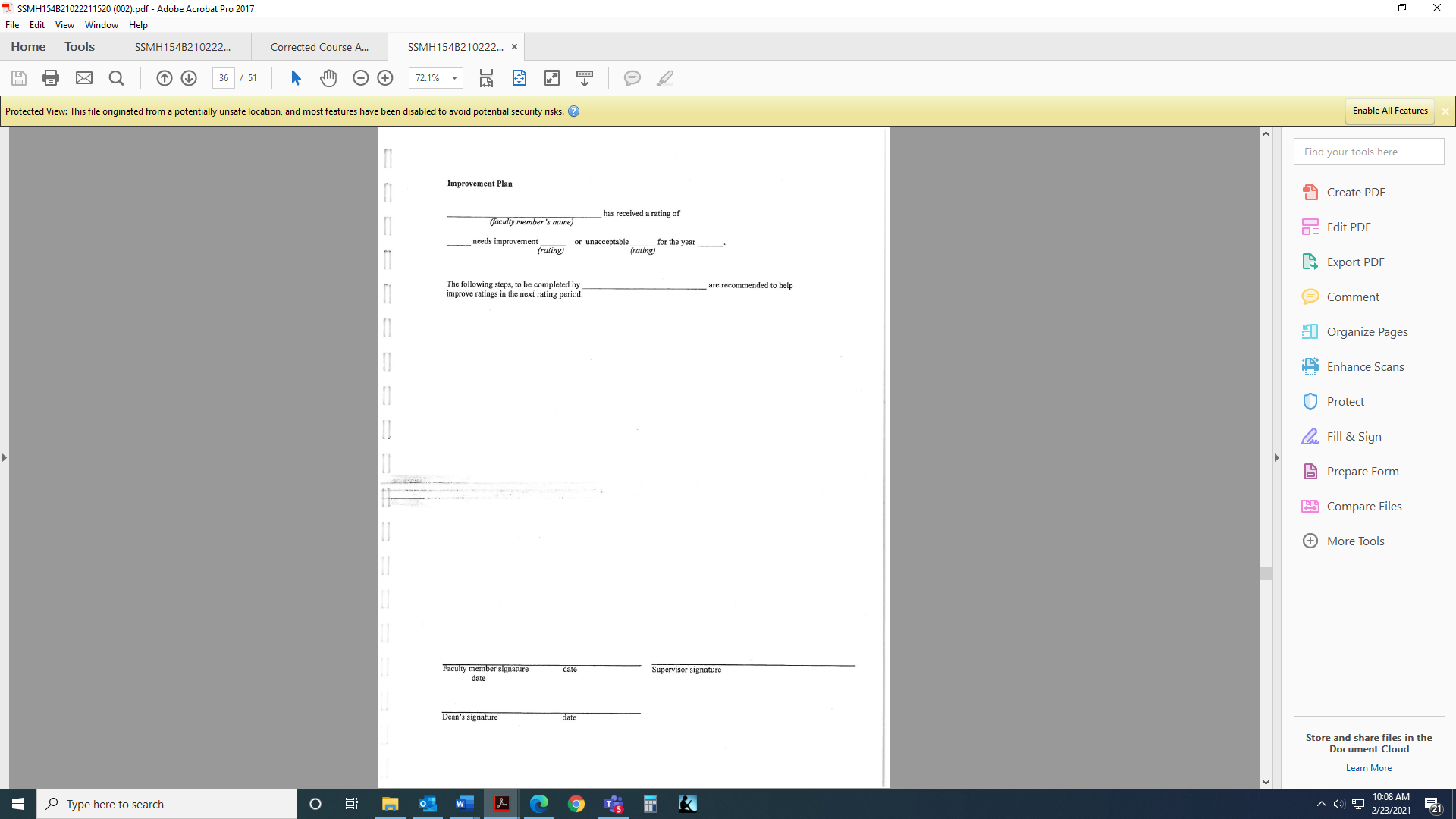
1. Administration
2. Professional Development & Recognition
3. Scholarly and Creative
4. Librarianship
5. Teaching and Advising

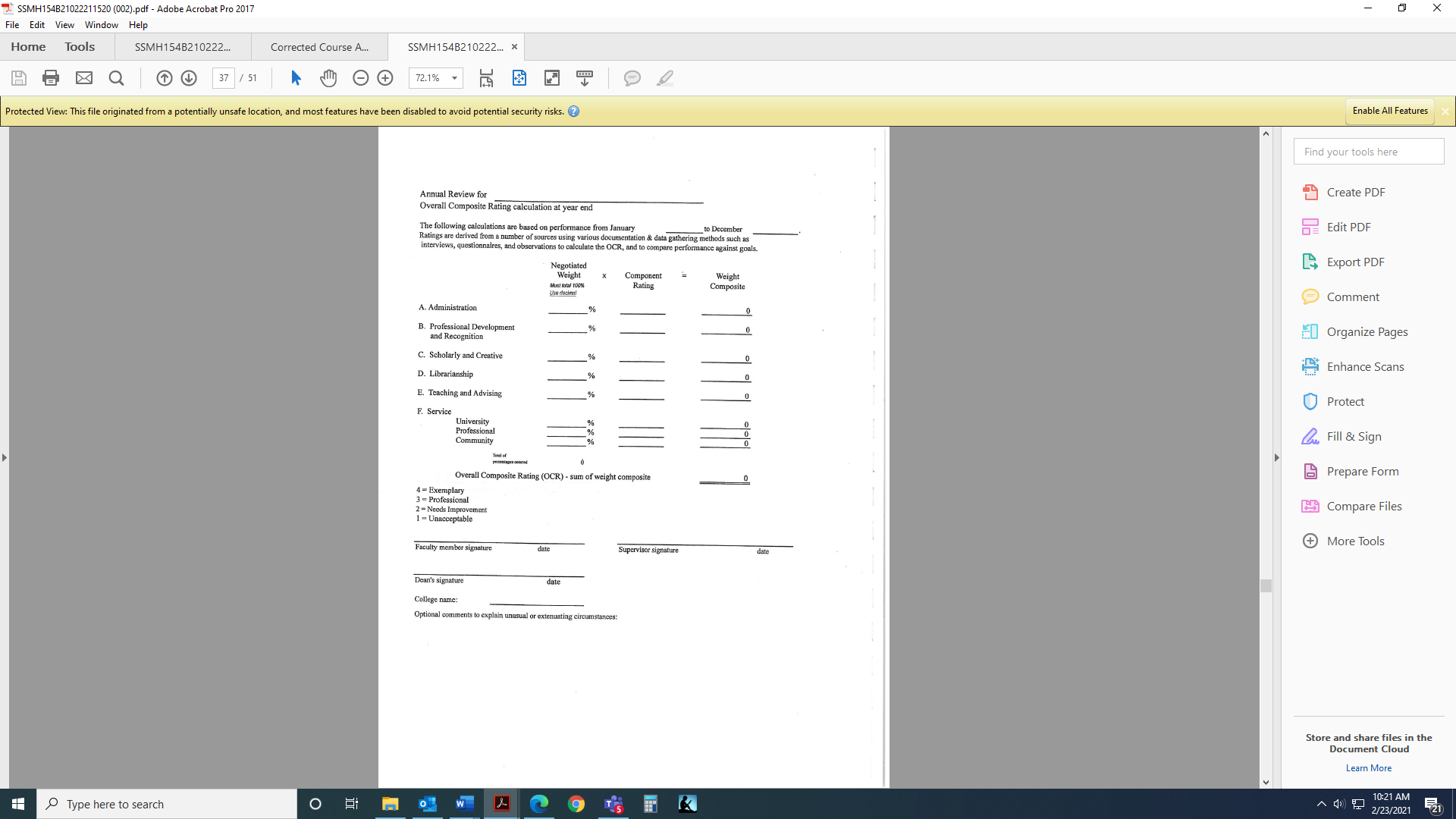
F'. Service University

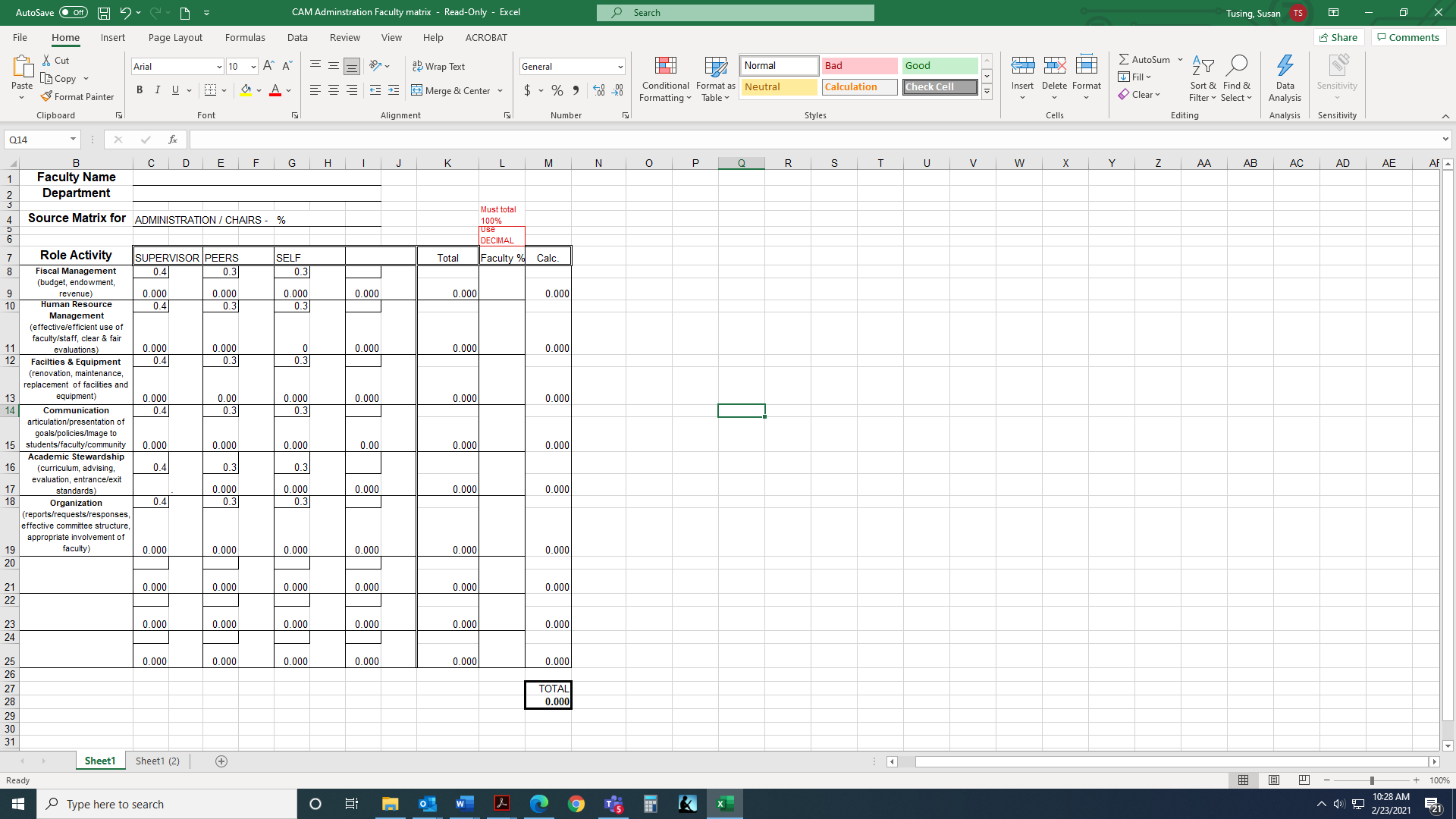
Professional

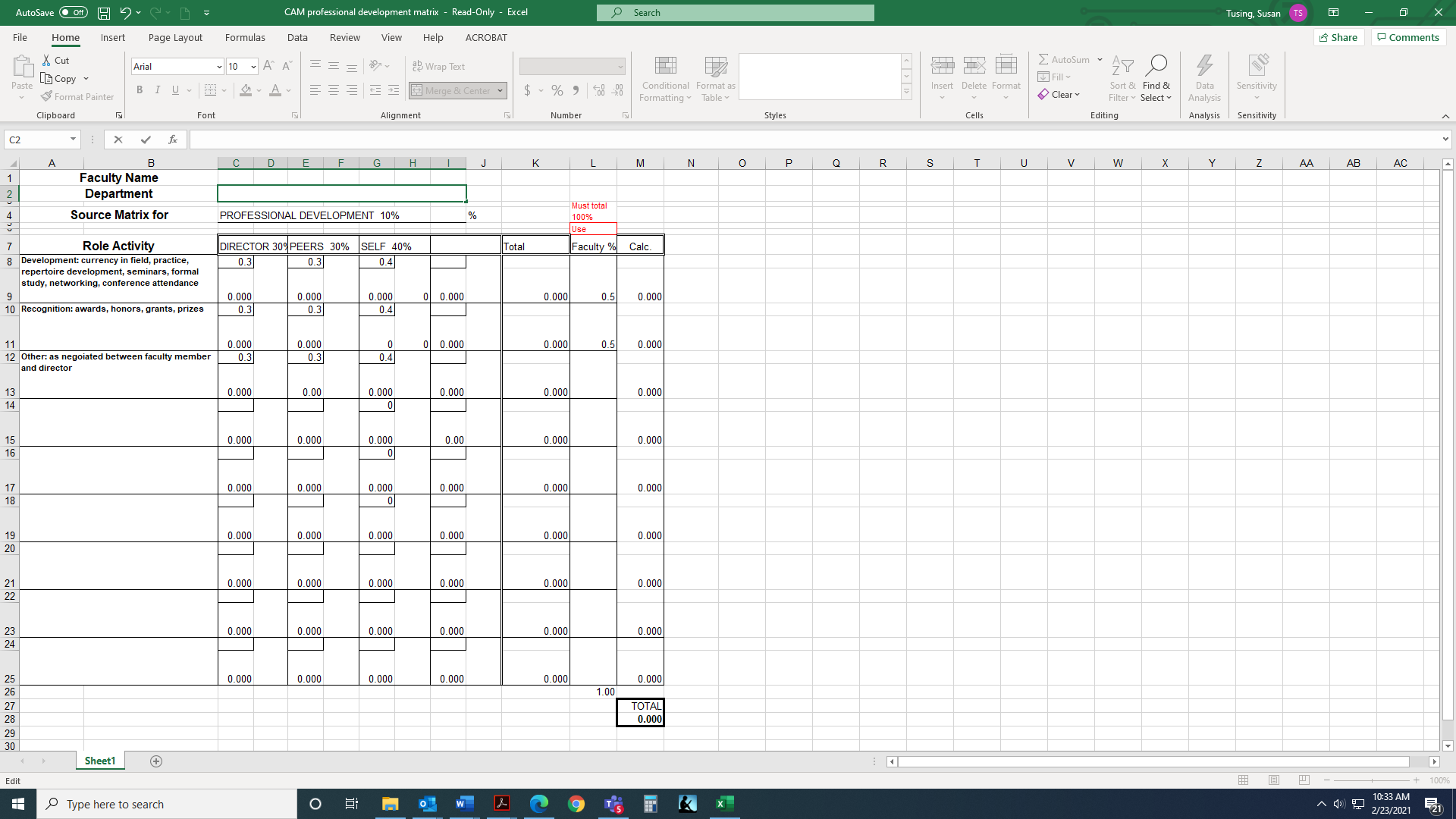
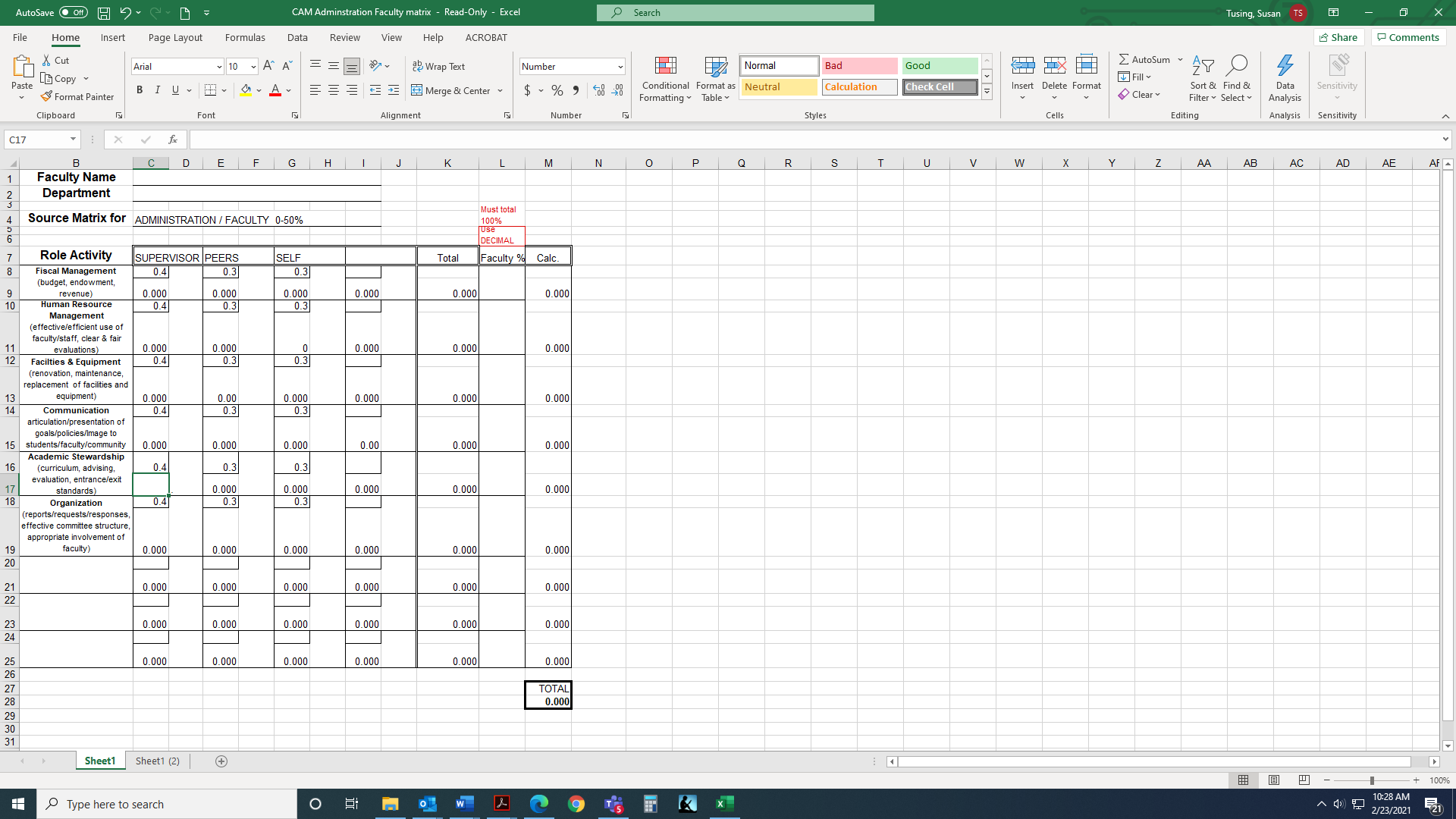
Community

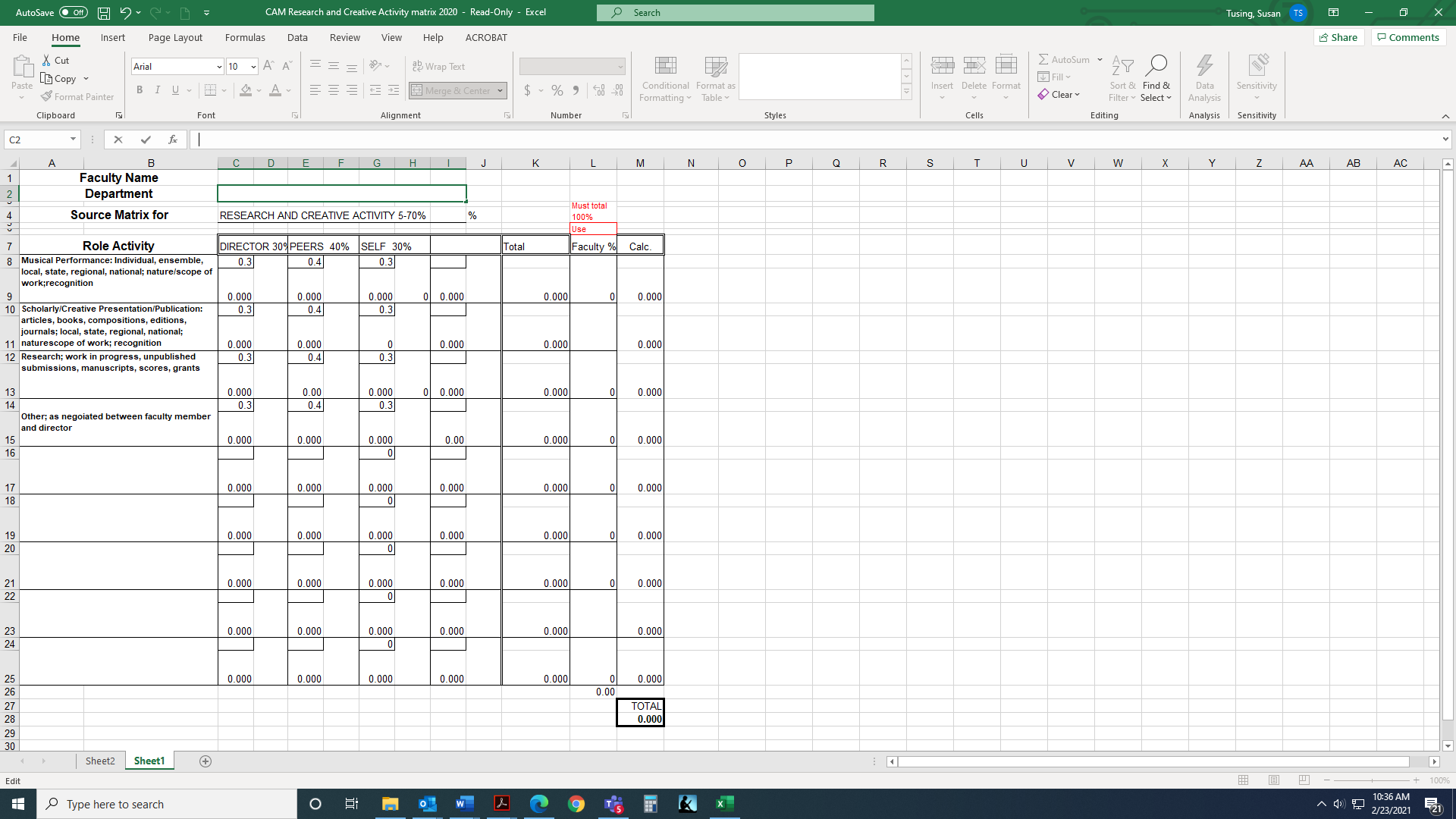
*Planning page - 2*

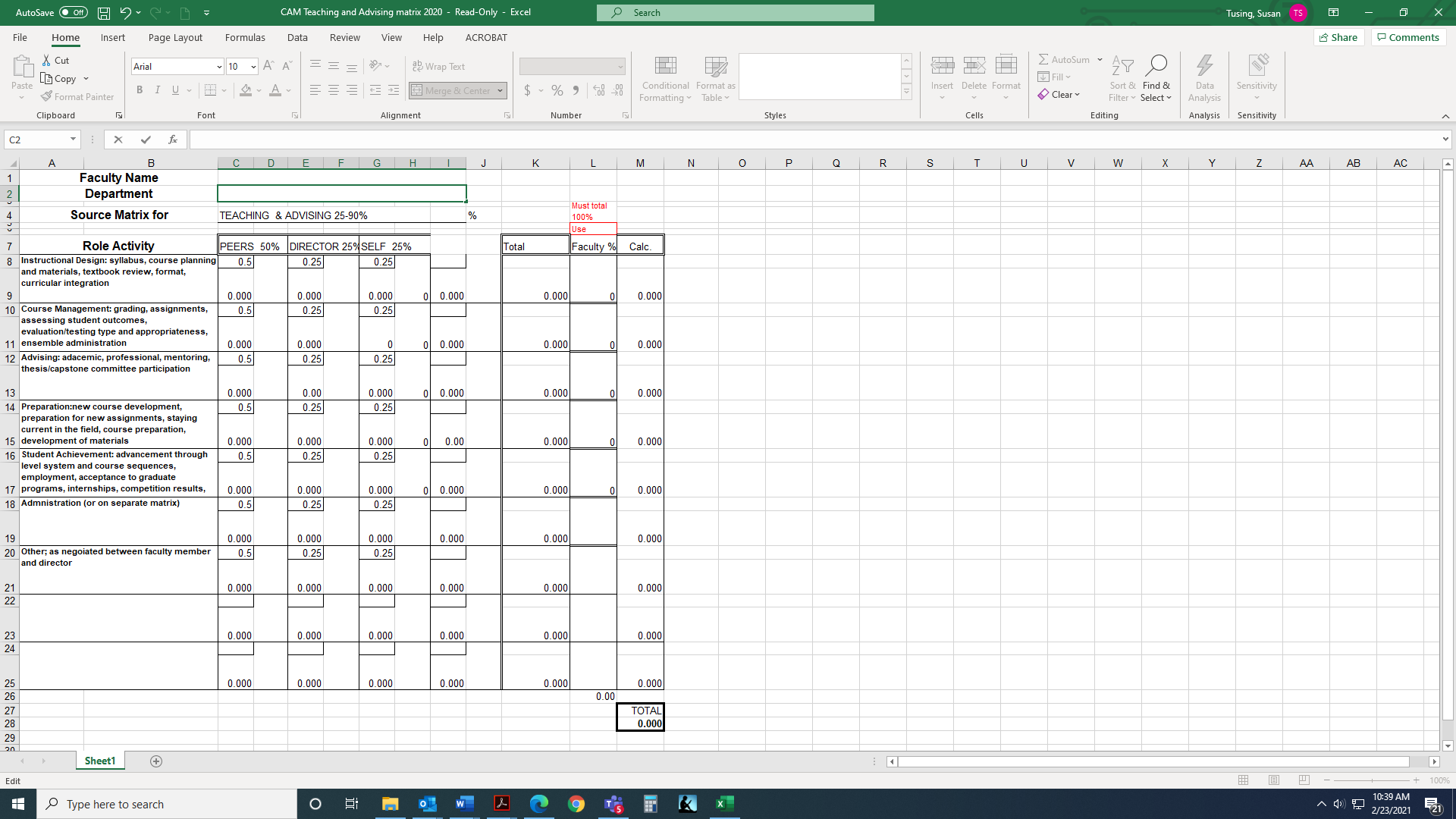


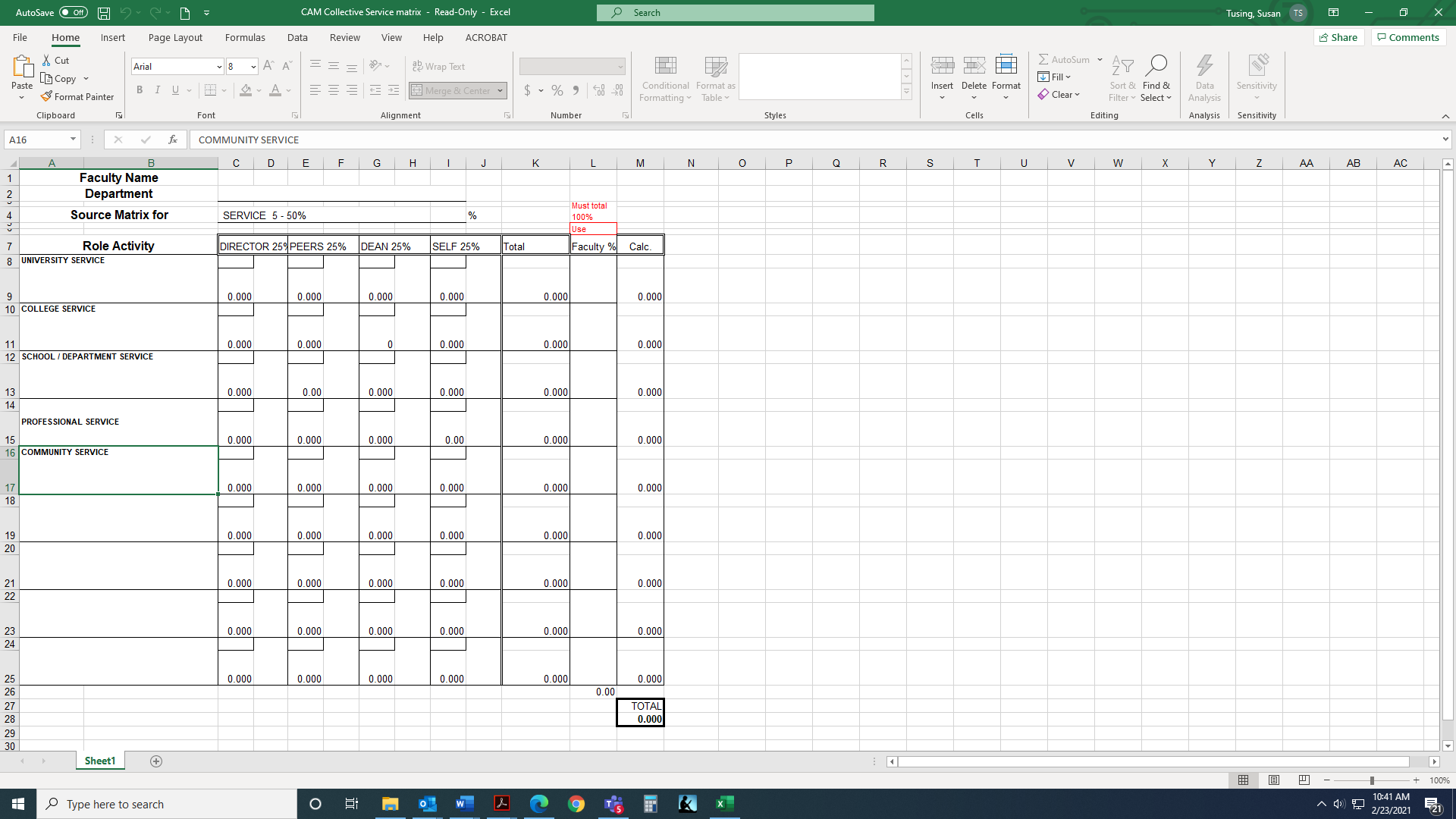












Addendum 3

College of Arts and Media Promotion and Tenure Document

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###### COLLEGE OF ARTS AND MEDIA

**OUTLINE FOR PROMOTION AND TENURE DOSSIERS**

In accordance with the guidelines for Promotion and Tenure as outlined in the Marshall University *Greenbook* (go to [www.marshall.edu/academic-affiars/](http://www.marshall.edu/academic-affiars/) and click on *Greenbook),* faculty members seeking promotion and or tenure are expected to prepare a complete dossier outlining their activities in the four areas of performance listed for faculty. The following outline indicates items and/or activities which faculty in the College of Arts and Media should submit to document their request for promotion and/or tenure. Faculty members should select their best material, categorize it, and place it in one loose-leaf notebook or binder. Faculty members should be aware that review committees and supervisory administrators reviewing these materials will be making recommendations based upon the depth, breadth, and significance of the activities and their documentation, Criteria for promotion and tenure are broadly indicated in the Marshall University *Greenbook* as applied to the various academic ranks and include references to teaching, research and creative activity and service. Faculty seeking tenure should provide documentation of their job performance since the date of original appointment to Marshall, unless at the time of hire and specified in the appointment letter a faculty member is awarded one or more year of service from a previous institution as credit toward tenure, in which case documentation of job performance must include the year(s) of credit. Those seeking promotion should document their service since the date of hire or their last promotion, whichever is most recent.

i ORGANIZATION OF THE PROMOTION AND OR TENURE APPLICATION

The first page of the notebook or binder must be the Marshall University *Promotion and Tenure Application.* That is followed by the Marshall University *Promotion and Tenure Summary Sheet.* Both are found at [www.marshall.edu/academic­](http://www.marshall.edu/academic) affairs/facultyresources.asp.

Beginning with the third page, the faculty member must provide a letter of application for the requested personnel action. The letter must clearly articulate the requested action, indicate the area(s) of exemplary performance and those that are professional, and justify the requested action. At the discretion of the applicant, a curriculum vitae may be included following the application letter.

Documentation, organized in the order below, follows the application letter (or vitae if one is included).

###### DOCUMENTATION OF PERFORMANCE CRITERIA

I. **THE INSTRUCTIONAL COMPONENT**

**A. TEACHING EFFECTIVENESS**

1. Student Evaluations
   1. Standard university forms used each semester
   2. Summary of student evaluations
   3. Student letters of endorsement (do not request letters from current students)

2. Peer evaluations

a. Observation of teaching and academic artistic leadership

b. Observation of student learning/accomplishment through performance, juries, exhibitions, portfolio reviews, and demonstrated abilities in sequential

classes

c. Colleague letters from peer faculty

d. Outside peer evaluation or letters

e. Chair and peer evaluations from observation, annual report, retention recommendations, administrative interaction

3. Student accomplishment

a. Internal prizes, awards, etc. earned by students

b. Student performance at external events such as competitions, ratings festivals, master classes, juried exhibitions, auditions, internships, etc.

c. Acceptance by graduate schools

d. Career entry success -job placement of students

4. Varied and/or innovative teaching assignments/strategies

a. Involvement in team teaching

b. Thesis direction

c. Coordination of multi-section course(s)

d. Honors level work

(1). Formal honors program (2). Yeager seminar

1. Readings for honors
2. School honors courses/sections

e Utilization of media advances in technology such as interactive distance learning, etc.

5. Selection and/or nomination for teaching award

a. Marshall University award

b. State, regional or national award

###### B . PROGRAM OR COURSE DEVELOPMENT

1. Development of new degree program, option or emphasis area
2. Revision of degree programs, options or emphasis areas
3. New courses developed and implemented
4. Revision of current courses
5. Direction/coordination of specific emphasis area or program

**C. ADVISING**

1. Involvement in formal academic advising
2. Innovative advising activities to aid students
3. Documentation of advising skills as shown by progress of advisees.
4. Student recruitment efforts and activities.
5. Efforts made to assist in student retention.

**J** II. **THE PROFESSIONAL COMPONENT:** (note: in the College of Arts and Media Research and Creative Activity are considered co-equal)

1. **RESEARCH**
   1. Publication

1 a. Book author or co-author

1. Chapter or section of book
2. Article(s) in periodicals (describe journal and publication policy)
3. Program **Notes**

. e. Reviews or other newspaper publications related to major field

..:..

* 1. Oral presentations
     1. Papers read at international, national, regional, state or local meetings of

learned societies.

* + 1. Panel/session participation at international, national, regional, state or local

meetings of learned societies.

* + 1. Moderator or convener for meetings of learned societies.
    2. Guest lectures at other colleges and universities
    3. Guest lectures in other Marshall classes or for Marshall scholarly

organizations.

* 1. Other research
     1. Non-published research
     2. Research in progress
     3. Work as part of research team. Indicate your level of responsibility (principal leader, research associate)
     4. Grants activity during time period, indicate funding and sources.
     5. Contract service/research provided
     6. Professional consultations

1. **CREATIVE ACTIVITY** (Differentiate by scope: International, national, regional, state, local)
2. Creative works
   1. Musical compositions
   2. Visual images
   3. Films
   4. Dramatic works
      1. Legitimate theatre
      2. Opera/Musical Theatre (3). Multi-Media theatrical work
   5. Choreography
   6. Published recordings
   7. Performance art and/or conceptual art creations.
3. Creative Performance/Exhibitions
   1. Solo musical recitals
   2. One person exhibitions of visual art
   3. Direction of major theatrical production, large musical ensemble, dance production, major scenic design
   4. Participation in juried exhibition, indicate any awards earned
   5. Participation as member of regular chamber music ensemble
   6. Actor in staged production: Dancer in full production
   7. Stage Manager, Audio, Lighting designer, Technical Director for Drama,

Opera, Musical, Dance

* 1. Other specialized creative performance/exhibition/activity

###### INDIVIDUAL PROFESSIONAL DEVELOPMENT

1. Faculty development activities
   1. Participation in MU faculty development awards
   2. Participation in external faculty development programs
2. Formal education

* a. Additional degree study
  + b. Post terminal degree credits earned

1. Continuing education
   1. CEU's earned
   2. apprenticeship or internships served
   3. Non-credit study
   4. Participation in conferences, symposia, workshops, master classes
   5. Travel related to arts or education field

###### PROFESSIONAL RECOGNITION

* 1. Awards earned within the profession/arts discipline
  2. Fellowships (list source and amount)
  3. Offices held in international, national, state, regional or local professional organizations
  4. Committee service in professional organizations.
  5. Certification or licensure granted
  6. Referee on peer grants review panel
  7. Membership on discipline based accreditation or program review team.

###### Ill. UNIVERSITY SERVICE COMPONENT

A Committee service, indicate elected or appointed

1. Faculty senate
2. University wide standing committees
3. Collegiate standing committees
4. School standing committees
5. Ad Hoc committee by level
6. Special task force or program related work

1.. Core Curriculum

1. Assessment
2. Other
3. Administrative or special service assignments
   1. University

, 2. Collegiate

1. School
2. Program
3. Extra-curricular service
   1. Directing student activity
   2. Student organization sponsor
   3. Involvement as resource person to student organizations or activities
   4. Student recruitment efforts and activities.
4. COMMUNITY SERVICE COMPONENT: Please note the activities in this category may be either pro bono or for compensation. They must however relate directly to the faculty member's field of expertise and teaching assignment areas. There may be a question of inclusion of items in this category or under the broad category of professional development component. This choice is up to the faculty member and might well be decided by the issue of scope and importance.

1/23/09

### Addendum 4

College of Arts and Media Retention/Non-Retention and Pre-Tenure Review Policy

**College of**

**Arts and Media**

**Marshall University**

**Retention/Non Retention and Pre-Tenure Review Policy**

The College of Arts and Media endorses the practice of thorough annual review of probationary tenure-track faculty members. Effective communication between probationary faculty members and peers, directors, and dean on matters of professional performance is essential to the development of successful and productive careers at Marshall University. The College of Arts and Media Retention/Non Retention and Pre-tenure Review Policy outlines expectations of academic units for candidates and responsibilities of peers, directors, and the dean to probationary faculty members.

**Retention/Non retention**

* 1. **Annual Report**

All tenured or tenure-track faculty members are required to submit annual reports as part of the institutional annual report process. In addition to its use in developing the Overall Composite Rating by which merit awards are determined, the annual report also serves as a vital component of the retention process. Directors must mentor probationary faculty and assist them in developing thorough and informative annual reports. Reports from each year must be maintained for the university-mandated pre-tenure review and ultimately to facilitate the compilation of the tenure application.

* 1. **Review Process**

Faculty members are subject to complete review each year during the probationary period. Schools must follow peer and director review processes that insure substantive assessment of teaching and advising, scholarly and creative activity, and service.

, ' **3. Recommendation for Retention or Non Retention**

Faculty peers (P&T committee, Faculty Concerns, etc.), directors, and the dean are all responsible for annual written recommendations for retention or non retention. Letters of recommendation will include summaries of strengths, challenges, recommended strategies for addressing any challenges, assessment of progress toward tenure, and recommendations to retain or not retain individual faculty members.

Probationary faculty, directors, and the dean are all accountable for strategies implemented to address challenges.

**4. Pre-tenure Review**

The Marshall University pre-tenure review policy may be found in the *Greenbook.* Consistent with that policy, the College of Arts and Media is responsible to probationary faculty members to conduct pre-tenure reviews during the years specified in the appointment letter. The pre-tenure review process employed by the College of Arts and Media will be the same as the annual review for retention/non retention, except that the College of Arts and Media Personnel Committee will be included in pre-tenure review. Mirroring the tenure review process, the COFA Personnel Committee will make its pre-tenure reviews and recommendations after the director and before the dean and letters will include summaries of strengths, challenges, recommended strategies for addressing any challenges, assessment of progress toward tenure, and recommendations to retain or not retain individual faculty members.

4/2010