ARTICLE XI
FACULTY EVALUATIONS
Approved by the School of Music faculty, March 31, 2015
Approved for implementation for 2015 annual evaluations by the School of Music faculty, March 31, 2015

Section 1: Preamble

As faculty members in the School of Music, we share a commitment to providing musical experiences and opportunities to our students. We are obliged to our art: Music. We teach to preserve our art form and our field. We teach to transform students into informed and skilled musical artists, citizens, and educators capable of leaving a mark in the field. We do this through a broad scope of performance, studio and classroom activities. We embrace a diversity of instructional strategies in the school. While we share a mutual respect, knowledge, and passion for the art, individual faculty members are convicted in ways that reflect their unique artistic and professional values in the field. Our faculty want to benefit from a cooperative and collaborative environment, one in which we celebrate individuality, lend support when needed, and offer to each other the utmost collegiality.

We believe in student-centered instruction. We care about helping students gain their independence from us through our instruction. We teach from the standpoint that music is intrinsically important—culturally and socially. This guides our instruction and informs our expectations for excellence.

Based on the above premise, we define the following as teaching activities within the School of Music:

1. Teaching courses (lecture, applied, or ensemble)
2. Curriculum development (lecture, applied, or ensemble)
3. Refining and augmenting professional skills and knowledge
4. Graduate committee work
5. Recruitment
6. Teaching overload
7. Other defensible teaching activities

Section 2a: School of Music Teaching Criteria. The following criteria are considered for evaluation of teaching for School of Music faculty.

1. Teaching courses. Instructing assigned courses that reflect a full teaching load as defined by the SoM Workload Guidelines.¹

2. Curriculum development. Faculty engagement in curricular development in their areas of expertise. This includes the development of new courses or the redesign of existing courses, including updating instructional strategies/pedagogical practices, content, assessment processes

¹ The SoM Workload Guidelines are currently (Spring semester, 2015) under review by the SoM Executive Committee.
and/or instruments, technology integration, and/or service learning. New courses and course redesigns should be undertaken in relationship to larger curricular aims, should directly meet the needs of undergraduate and graduate students, and should be premised on enhancing student learning.

3. **Refining and augmenting professional skills and knowledge.** Faculty engagement in augmenting and sharing/disseminating their professional and/or artistic expertise through a variety of teaching experiences and opportunities that are beyond the scope of their assigned faculty teaching loads and the regular academic year. Such opportunities are based on the artistic/professional reputation of the faculty member, are considered teaching in the SoM, and are recognized as a component of being a faculty member in the SoM. Such opportunities are sometimes invited and at other times determined by the initiative of the faculty member. Such teaching opportunities occur on and off campus and include the following: pre and in-service workshops for teachers and teacher candidates; summer workshops, camps, and applied lessons; clinics and master classes; workshops/presentations; compensated accompaniment and conducting, etc.

4. **Graduate committee work.** Faculty engagement in graduate and undergraduate committee work. Faculty members can serve as a Chair or a member of committee, depending on the student and circumstance. This activity is considered teaching. Committee memberships are these:
   a. MM, MME Level (area member, theory or history member, plus Chair)
   b. DMA Level (area member #1, area member #2, theory member, history member, plus Chair)
   c. PhD Level (area member #1, area member #2, cognate member, 4th member, plus Chair)

   All graduate (MM, MME, DMA, PhD) committee **members** take part in the following:
   a. Shaping and grading the comprehensive exam(s)
   b. grading the dissertation and/or required documents
   c. grading the defense
   d. grading degree recital

   All **MM and MME committee Chairs** take part in the following:
   a. Advise on thesis or recital preparation. The expectation is that the Chair fully reviews the document in advance of committee participation.

   All **DMA and PhD committee Chairs** take part in the following:
   a. Advise on dissertation. The expectation is that the Chair fully reviews the document in advance of committee participation, although members are often consulted at an early stage in areas of their expertise.
   b. Grade degree recitals (DMA, three)

   Faculty engagement in undergraduate committee work can take the form of advising Honor’s Theses, McNair Scholars, etc.
5. **Recruitment.** In the SoM the teaching area includes recruitment. Recruitment takes many forms in the SoM, including performances, clinics, master classes, touring, and attending formal recruiting events. Further, recruiting varies across the different areas of the school.

For instance, in the **applied areas**, including ensemble directors, recruitment can take to following forms:

- Performing at other educational institutions and/or public concert halls
- Giving master classes at other educational institutions
- Giving workshops/clinics at other educational institutions
- Developing and maintaining an online presence to increase artistic and professional profile/reputation (Facebook, personal website, YouTube, Skype lessons, etc.)
- Broadcasting professional achievements, highlighting current and/or former student success, and/or sharing professional recordings and/or videos with recruitment base
- Attending formal recruitment events (SICC, Black and Gold Day, Honors Day, off-campus events)

In the **education area**, recruitment can take the following forms:

- Identifying undergraduate students who demonstrate a propensity and talent for music education
- Interacting/recruiting Pk-12 public school teachers as potential graduate students and their students via student teaching observations, guest workshops, clinics, and conducting, music performance adjudication and/or attending formal recruitment events including conferences
- Developing and maintaining our Southern Miss Music Ed website
- Recruiting graduate students (which sometimes overlaps with research activities) including:
  - Publishing in trade/research journals
  - Presenting at state, regional, national, and international conferences

In the **history/theory area**, recruitment is less targeted and less crucial to the school. For this reason, faculty in the theory area engage in internal identification of students with aptitude for study in this area as well as seeking students from other undergraduate programs. Strong professional profiles of these (and all) faculty members help enhance the reputation of the University, and thus aid in the recruiting of strong students in all majors.

Some recruitment events are centralized at the school level and others function at a local level (ensemble, division, studio, etc.). It is expected that all SoM faculty members are active and engaged in recruiting in ways germane to their areas and/or functions within the school. Further, we acknowledge that some recruitment activities overlap with the areas of research; however, we view recruitment as an essential component of teaching on our School.
6. **Teaching overload.** The SoM Workload Guidelines are the guiding document in determining faculty instructional load.*

7. **Other defensible teaching activities.** The scope of teaching in the School of Music necessitates that there will be teaching activities and efforts that do not fall in to the above categories. In these cases, individual faculty members can claim such work as teaching if they explain/defend it as such in their annual submission.

**Section 2b: School of Music– Measuring Teaching activity.**

Faculty engagement and activity in the above seven categories determines an annual evaluation score. It is not expected that all faculty will engage in all seven areas. The Department Personnel Committee will evaluate the depth of faculty activity in addition to the breath, as it is indicated in the annual submission. Each faculty member should be active to the following extent in order to meet expectations and earn an annual evaluation score of a three (3):

1. Instruct a full load.
2. Engage in two (2) of the remaining six (6) areas of teaching in ways that are documentable and significant.
   - curriculum development
   - augmenting professional skills and knowledge
   - committee work
   - recruitment
   - teaching overload
   - other defensible teaching activities

If a faculty member engages in teaching a full load, plus three (3) additional teaching activities, they exceed expectations and their annual evaluation score will be a four (4).

In addition to engaging in all activities required for earning a 4, an annual evaluation score of a five (5) is reserved for significant achievement, including externally reviewed, peer reviewed and/or adjudicated recognition of teaching activities. Faculty members who earn a five (5) far exceed expectations.

Faculty not meeting expectations will receive annual evaluation scores in the following manner:
- Teaching a full load plus one (1) additional teaching activity falls short of meeting expectations and earns a score of two (2);
- Teaching a full load plus no additional teaching activity does not meet expectations and earns a score of one (1).

Faculty document their activity in teaching via the annual evaluation submission. As stated above, the Department Personnel Committee evaluates, through the faculty member’s submission, the depth/significance/impact of the activity.
Section 3a: School of Music Evaluation Criteria for Scholarly and Creative Research.

Faculty are expected to demonstrate activity in their defined research areas. SoM faculty are diverse and their research takes many forms, including creative and performance-based to traditional and scholarly. In the SoM, research can overlap with recruiting, especially in the applied areas. Further, the research of some faculty members bridges the applied and the traditional areas.

The product of research activity in a given evaluation period can take the following forms: work-in-progress or work realized. Work in progress is work that is either in preparation, in review, or pending publication or production. Thorough documentation of the activity, including representative work (outlines, drafts, excerpts, descriptions, and proposals) as well as a projected timeline for the work will provide evidence of progress toward completion. Work realized is documented through the annual evaluation submission.

Scholarly and creative research includes, but is not limited to:

1. Arrangement or recording, as documented by published document, published recording, or live recording.
2. Paid or unpaid performance of off-campus solo, chamber, ensemble, concerto, lecture recital, or lecture documented by invitation, program, recordings, and/or review. In providing documentation, the faculty member should categorize performances by type and location (“Solo performance in the state” or “Orchestral performance in the region” etc.). Note: Some faculty members will have multiple listings in this area that reflect multiple artistic endeavors. The breadth and depth of a faculty member’s activity will be considered by the Department Personnel Committee in the annual evaluation process.
3. Activity as a guest clinician or conductor.
4. Performance by a student ensemble in significant off-campus venues. Faculty can claim student performances as research/creative activity or teaching but not both.
5. Commissioning new works.
6. Premiering new works as a soloist or a conductor.
7. Serving in the capacity of adjudicator/juror in discipline for activities at state, regional, and/or international level.
8. Internal and external grants, research awards, and/or fellowships, applied for and/or received.
9. Interdisciplinary and/or collaborative research.
10. Electronic publication (include venue and review, if available).
11. Published authored, co-authored or edited book, article, monograph, arrangement, chapter, edition, or recording.
12. Translation of scholarly works.
13. Participation in or invitation to a professional conference as a speaker, presenter, panelist, performer or evaluator.
14. Conference attendance and/or professional development in area of research.
15. Post publication activities, specifically as applied to major works of scholarship.
16. Work-in-Progress: Progress of research/creative activity that is either in preparation, in review, or pending publication may be included as evidence of ongoing study and professional development. Thorough documentation of the activity, including representative work (outlines, drafts, excerpts, descriptions, and proposals) as well as a projected timeline for the work will provide important evidence of progress toward completion.
Section 3b: School of Music—Measuring Scholarly and Creative Research Activity.

To meet expectations for research activity and earn a three (3), a faculty member will document activity in at least one area annually.

If a faculty member engages in additional research activity in one or more categories, they exceed expectations and their annual evaluation score will be a four (4).

In the SoM, an annual evaluation score of a five (5) is reserved for significant achievement, including, but not limited to: receiving an award or recognition by the university or a professional organization; receiving a national award for research or creative activity; being selected for performance by peer review or through refereed process, publishing a book (or other substantial research) in a peer-reviewed, or refereed context; acquiring a recording contract for which the faculty member is compensated; recording on a major recording label, i.e. NAXOS, that is internationally distributed. Faculty members who earn a five (5) far exceed expectations.

Faculty not meeting expectations will receive annual evaluation scores in the following manner:
- Not engaging in any research activity falls short of meeting expectations and earns a score of two (2);
- A second consecutive evaluation period of no research activity does not meet expectations and earns a score of one (1)

Faculty members will thoroughly document the significance of their research activity to assist the Department Personnel Committee in making an informed evaluation of contributions. (Documentation should be available upon request). Significance of works will be determined by, but are not limited to, the following:
1. The prestige and/or visibility of the publication, recording, presentation, or performance.
2. The forum (local, regional, national, international) of the publication, recording, presentation, or performance.
3. The selection process for the publication, recording, presentation, or performance (peer review, invited, blind review, etc.).
4. Evidence of ongoing peer recognition either within or outside the SOM as a performer or scholar (such as repeated invitations to perform or present, evidence of publication, or distribution of compositions / arrangements).

Regional or national significance is not strictly defined by proximity to Hattiesburg, but rather by the prominence of the activity within the area of expertise and the geographic scope of participants. The SoM values international level performances and endeavors by faculty and sees that such activity builds the professional profile of a faculty member and also increases the visibility/reputation of the university and the SoM. “International” level activity can be defined by the scope and size of the participants in the applied areas. A festival, conference, etc. labelled as “international” will be reviewed by the Department Personnel Committee in terms of this criteria. In the non-applied areas,
“international” can also be defined in terms of the scope of the governing board/review board. In the annual evaluation process, the SoM is concerned with the impact and significance of such activity.

Section 4: School of Music Evaluation Criteria - Service.
As part of the responsibilities of full-time faculty membership, all individuals are expected to demonstrate service contributions to the school, the university, the profession and the community. All faculty members are expected to participate in the shared governance of the unit/institution. Service activities include non-paid contributions made to the school, college, university, profession and/or community. Activity that receives remuneration is not considered service; sometimes such activities are considered teaching and at other times research. Service activities are typically non-credit and/or educational in nature and are within the faculty member's professional expertise. Service activities are always those in which the faculty member is called upon for their professional expertise.

Service to the institution (at the school, college or university level) is necessary work that provides for the advancement and maintenance of the institution for which the faculty receive no load credit. Service is participating in the shared governance of the institution.

Service to the profession is invited activity with professional organizations that represent the scope of the field. These organizations can be local to international.

Service to the community is invited activity in which faculty use the knowledge and skill of their discipline – without compensation – to help a community organization.

Service to the school includes, but is not limited to:
- Academic advising and mentoring.
- Serving as a member or chair of a school standing of ad hoc committee, including Executive committee, Curriculum committee, Graduate Admissions committee, search committees, tenure and promotion committees, third year review committees, department personnel committee, ad hoc committees, etc.
- Coordinating guest artist residencies and hosting master classes/clinics, including grant writing and overseeing on-site activities.
- Advising student organizations, professional associations, honorary organizations, and other student organizations related to the discipline
- Mentoring new colleagues.
- Providing uncompensated administrative and/or curricular services, including coordinating theory instruction, placement exams, etc.
- Serving as textbook liaison.
- Coordinating Audition Days, Summer Preview/orientation days, or other significant recruitment events
- Serving as library liaison.
- Coordinating Alumni events, and other such events that are not included in the load of a faculty member.
Service to the college includes, but is not limited to:

- Serving as a member or chair of a college committee (College Council, College Advisory committee, College Research and Awards committee, College ad hoc committees, etc.).
- Serving as Department Chair search committee member or chair.
- Coordinating free performances to the college that are beyond the scope of a faculty member’s teaching responsibilities.

Service to the university includes, but is not limited to:

- Serving as a member or chair of a university committee (Faculty Senate, Academic Council, Graduate Council, University Strategic Planning committee, Dean Search committee, Professional Education Council, University Assessment Committee, Space Planning committee, ad hoc university committees, etc.)
- Serving on NCATE, SACS, or other accreditation committees.
- Serving as Presidential scholar interviewer.
- Coordinating free performances to the university that are beyond the scope of a faculty member’s teaching responsibilities.

Service to the profession includes, but is not limited to:

- Holding office, including board membership, in a local, state, regional, national, or international professional organization.
  - Example organizations include: NAFME, College Music Society, Jazz Educators Network, Society for Music Theory, ACDDA, MBA, ABA, MMEA, LMEA, NATS, NASPAAM, PASIC, CMBR.
- Serving on accrediting, licensure and governing boards for a discipline (NCATE, NASM, etc.).
- Serving as visiting evaluator of the National Association of Schools of Music.
- Organizing/hosting a conference or festival for a professional organization.
- Lending professional skill to agencies that advocate for a discipline, including school districts.
- Performing external peer reviews of research and/or for tenure and promotion.
- Serving in the capacity of adjudicator/juror in the discipline for activities at local, state, regional, and/or national levels without receiving payment.
- Writing state standards for education, e.g., Mississippi Framework
- Consulting for the state Departments of Education.
- Undertaking Mississippi Arts Commission peer panel reviews.
- Service as a clinician, guest conductor, consultant, or adjudicator on campus (dependent upon content and intended audience, on-campus performances may be considered as either research/creative activities or teaching)

Documentation of service includes, but is not required in annual evaluation submissions:

(Documentation should be available upon request).

- Letters of appointment
- Letters of appreciation for service activities
- Awards recognizing excellence in service
- Documentation of the outcome/product of committee activity.
- Outline of student organization activities advised and evidence of impact on the campus or community
- Programs from events in which service was rendered.
In documenting service, faculty members should state if positions are elected, appointed or otherwise undertaken. Faculty members should seek increasing service assignments at the college and university level as appropriate to time of service and rank. The Department Personnel Committee should consider quality of performance when possible in assessing service activities.

The guidelines below and examples above represent neither an exhaustive nor definitive list of activities for exceeding or far exceeding expectations for service; rather, they intend to provide context for what is meant by service in the SoM. Activities listed are further intended to clarify for junior faculty what is meant by service. If faculty members engage in service other than what is listed below, they should share that information in their annual evaluation submission.

To meet expectations for service and earn a three (3), a faculty member should:

1. Regularly attend school meetings.
2. Engage in student advising/mentoring.
3. Serve on all departmental and divisional committees of the whole.
4. Serve on school committees for which the faculty member is eligible. (Examples are: pre-tenure review committees, tenure and promotion committees. This does not include SoM standing committees to which faculty members are elected/appointed, including: Graduate Admissions committee, Curriculum committee, and search committees).

If a faculty member engages in additional service activity, they exceed expectations and their annual evaluation score will be a four (4). If a faculty member serves in a distinguished and elected or appointed leadership position in a college or university committee (e.g., Chair of Academic Council, President of Faculty Senate, Chair of College Council, Chair of College Advisory Council, etc.) or of a professional organization, or if they are externally awarded/commended for their service, then they will far exceed expectations and earn a score of a five (5).

The Department Personnel Committee will consider not only amount of service activity, but the impact and/or quality of service as communicated by the faculty member in their annual evaluation submission.