

THE METROPOLITAN STATE COLLEGE of DENVER
Department of Music

DEPARTMENT EVALUATION GUIDELINES FOR ACHIEVING TENURE AND PROMOTION

January 2012

NOTE: Faculty are expected to be familiar with and abide by the policies and procedures published in the Handbook for Professional Personnel. In addition, the Vision and Mission Statement of the Department of Music are relevant to the process of evaluation and appear below.

Role and Mission of the Department of Music

VISION

The Department of Music at Metropolitan State College of Denver will continue to garner recognition as a high-quality, accessible, professional, comprehensive music program, and aspires to enrich and promote the musical and cultural life of the college and community.

MISSION STATEMENT

The Department of Music at Metro State strives to cultivate confident, creative, and skilled musicians, and serve as a leader in the education of professional performers, teachers, composers, and scholars. Central to the Department's mission is the advancement of historic values, traditions, and repertoire while simultaneously encouraging the exploration of new and diverse forms of musical expression. Through public performances and educational outreach, our students, faculty, and guest artists create opportunities for public access to excellence in the arts, thus promoting the cultural life of the college and the surrounding region.

OVERALL EVALUATION STANDARDS:

The candidate will write a narrative clearly explaining the candidate's role as a faculty member. Although listed as three separate areas of evaluation, Teaching, Scholarly Activities, and Service often interact and integrate within a faculty member's responsibilities. When possible, this interplay should be discussed in the portfolio narrative as well as the faculty member's growth throughout the pre-tenure probationary period and/or the post-tenure years.

TEACHING

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of subject matter in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

GUIDELINES TO ACHIEVE TENURE AND PROMOTION (ASSOCIATE OR FULL):

I. The narrative.

The candidate's narrative will describe candidate's growth in teaching as well as the candidate's approach to the following aspects of teaching:

1. Integration of Scholarly Activity and Knowledge into Teaching;
2. Design of Courses;
3. Delivery of Material to Facilitate Student Learning;
4. Use of Assessment Results to Improve Courses.

Student advising as it relates to the faculty member's courses, scholarly activities, and professional service should also be included in the narrative.

II. Student Ratings of Instruction

The faculty member will present SRIs using the approved form for all academic-year classes with five or more students. For those classes comprised of fewer than five students, the faculty member will be evaluated according to procedures mutually agreed upon by the Chair and the faculty member.

III. Summative Peer Observation (for the tenure candidate only)

A single summative peer observation obtained through the Center for Faculty Development is required for evaluation for tenure. It is the recommendation of the department that the tenure candidate schedule one or more of these summative peer evaluations during the fall semester of the fifth year; this allows for the faculty member to make any suggested changes or adjustments and request another evaluation in the following spring or fall semester, should that be desired.

IV. Departmental Peer Observations

Faculty members will have a series of observations completed by fellow tenured and/or tenure-track faculty within the music department throughout the probationary period:

- Three observations during each semester of the first two years;
- Two observations during each semester of years three and four; and
- One observation during each semester of years five and six.

Once a faculty member has achieved tenure, one peer observation per academic year will be required.

The approved departmental form and process for peer observations is found in the appendix to these Guidelines. A listing of all peer observations including date, course name and number, and name of observer must be included in the portfolio created in Digital Measures as one of the nine additional included items. All peer observations must be submitted to the Music Department Chair on the date the portfolio is due to the Chair or departmental committee, whichever is earlier. As stated in the

Handbook for Professional Personnel, additional materials may be requested in any year from any pertinent level of review. Such materials may include the peer observations on file with the Music Department Chair.

<p><u>Needs Improvement:</u> This rating means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Minimum requirements and/or Standards for Content Expertise have not been met.</p> <p>No demonstration that courses are regularly updated with new information, as consistent with the discipline. Little attention is given to instructional design and delivery to facilitate student learning or to use of assessment to improve the course. If teaching general studies courses, faculty member has not designed the course to be consistent with departmental and college expectations or has not done the assessment required by the general studies program. Classes are not evaluated using SRIs or the pattern of SRI Faculty Mean scores remains substantially below the departmental average. Faculty lacks summative peer observation or the observation does not demonstrate sound pedagogy to support student learning.</p> <p>Faculty member does not maintain regular office hours and makes multiple mistakes when advising students.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate to create an effective learning environment. Narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the candidate uses student learning objectives/outcomes to facilitate student learning and assessment. Faculty member uses professional expertise along with course and/or program assessment results to improve courses. For any general studies courses taught, the candidate designs courses in accordance with the official course syllabus meeting departmental and college expectations including the writing and student learning outcome expectations. Assessment of general studies courses complies with departmental and college requirements. SRI Faculty Mean scores are consistently comparable to the departmental average. If consistently below the departmental average, they have shown a trend of</p>

	improvement and the narrative addresses work toward improving Student Ratings of Instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. Summative peer observation addresses strong pedagogy to facilitate student learning. Faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible.
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Scholarly Activities

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles. In addition to traditional creative and scholarly activities such as conference presentations and contributions of peer reviewed scholarship and creative activities, this criterion may include activities in which the faculty member shares knowledge with members of the learned and professional communities, other than students, and which are related to the faculty member's discipline or area of instruction, and continued education and professional development activities appropriate to professional assignments. The following types of refereed or invited activities should be included in the narrative and/or resume. Examples of creative work and scholarly activity that enhances teaching may include but are not limited to:

- a) performance and/or conducting engagements beyond those required for the faculty member's duties;
- b) original arrangements and/or editions of existing repertoire;
- c) authorship of articles, reviews, and books;
- d) original compositions;
- e) original research in a faculty member's area of expertise;
- f) editorship of scholarly publications;
- g) authorship of media that aides in the teaching or performance of music;
- h) performance of original compositions;
- i) publication of creative work, whether in print, recordings, or other media format;
- j) presenting creative work and scholarly activity to the public through lectures, symposia, masterclasses, and workshops;
- k) other activities agreed upon in advance, in writing, by the department Chair as constituting creative work and scholarly activity.

GUIDELINE TO ACHIEVE TENURE AND PROMOTION (ASSOCIATE OR FULL):

I. The narrative and annotated resume must demonstrate that the candidate has made one or more

major contributions to the discipline that have been reviewed or accepted by a jury of peers.

II. The narrative and annotated resume must demonstrate that the candidate for promotion has achieved the minimum standard of degree and recognition as listed in the *Handbook for Professional Personnel*. For artist performers, conductors, and composers, this standard is a doctorate or a masters degree plus significant regional recognition. For all other faculty, the minimum standard is a doctorate. The candidate for promotion to full professor must achieve a doctorate or masters degree plus significant national and/or international recognition.

III. Regardless of degree, all faculty are expected to achieve significant regional, national, and/or international recognition for promotion to associate professor or full professor.

<p><u>Needs Improvement:</u> This rating means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Minimum requirements and/or Standards have not been met.</p> <p>The candidate does not produce work that is accepted through peer reviewed or juried review at a regional, national, or international level.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>The candidate has had disciplinary or pedagogical or creative work accepted in a peer-reviewed publication or the disciplinary equivalent (see examples A–K above). The candidate has had creative work accepted into regional, national or international performances or for presentation at professional meetings in a pattern that indicates ongoing scholarly activity. Other possible activities may include writing grants to outside agencies and pursuing further educational degrees, certification, or licenses relative to the faculty member’s work assignments.</p>

SERVICE

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or college level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies.

The expectation of the Music Department is that tenured and tenure-track faculty will participate in substantial service at the departmental level, including departmental committees and other activities such as audition and jury committees, recruitment activities, departmental performances, and/or others

as appropriate.

GUIDELINE TO ACHIEVE TENURE AND PROMOTION (ASSOCIATE OR FULL):

The narrative must demonstrate that the candidate has participated in shared governance at the college and in the department, and has used disciplinary or professional expertise to make an unpaid contribution to professional organizations or to the community outside of the college.

<p><u>Needs Improvement:</u> This rating means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Minimum requirements and/or Standards for Service have not been met.</p> <p>The candidate has not made ongoing significant contributions.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>The candidate has demonstrated significant contributions to shared governance in the department, school or college or within the appropriate disciplinary organization or contributions using disciplinary expertise to the community outside of the college. These contributions are ongoing and make a significant difference. These contributions often, but not exclusively, take the form of significant committee work.</p>

APPENDIX: Peer Observation and Evaluation

In the Music Department at Metro State, peer observation and evaluation are important parts of teaching. Annual peer observation and evaluation of teaching will enable accountability and continued professional growth. It will also provide feedback to individual faculty members on their performance in the unique teaching situations (e.g. lecture, large and small ensemble, laboratory, private and small group lessons, etc.) that are part of the Music Department.

Each school year all tenured and tenure-track faculty shall participate in a departmental training on peer observation and evaluation by an individual designated by the Chair.

Each tenured and tenure-track faculty member shall participate in the peer evaluation process.

- Faculty members on the tenure track in years one and two shall be observed and evaluated three (3) times per semester by a minimum of two (2) different tenured or tenure-track faculty members.
- Faculty members on the tenure track in years three and four shall be observed and evaluated two (2) times per semester by a minimum of two (2) different tenured or tenure-track faculty members.
- Faculty members on the tenure track in years five and six shall be observed and evaluated one (1) time per semester.
- Faculty members in year five are encouraged to arrange for the summative Peer Observation by a trained classroom observer required for tenure by the college. This observation may be repeated if the need for improvement is indicated.
- Faculty members in year six must arrange for the summative Peer Observation by a trained classroom observer as required for tenure by the college, unless that requirement has already been satisfactorily met in year five.
- Faculty members with tenure shall be observed and evaluated at least one (1) time per school year by a tenured or tenure-track faculty member.
- All tenure-track faculty members should be observed by the Chair and all other tenured faculty members within the first two (2) years on the tenure track.

Peer observations and evaluations should be arranged between the observer and the instructor to take place between week three (3) and week thirteen (13) of the semester. The observation and evaluation should include three parts: a short pre-observation conference, the observation of an entire class period, and a post-observation conference. During the pre-observation conference, the instructor should include information about the type of class (lab, lecture, seminar, etc.), an outline of the content to be covered that day in class, the approach to teaching the content, the nature of the students and the atmosphere of the class, and specific aspects of teaching on which the observer should focus. The post-observation conference, which should take place within one week of the observation, should include dialogue about the class, including the achievement of the goals for the particular class, the strengths and challenges observed, and any suggestions for the instructor. A form for the pre-observation and post-observation process has been included in this Appendix.

Following the post-observation conference, a brief report (page two of the included form) should be provided to the Chair summarizing the observation and evaluation and indicating that the observation took place. A listing of all peer observations (including those prior to the 2011-12 academic year) showing date, course name and number, and name of observer must be included in the portfolio created in Digital Measures as one of the nine additional included items. All peer observations must be submitted to the Music Department Chair on the date the portfolio is due to the Chair or departmental committee, whichever is earlier. As stated in the Handbook for Professional Personnel, additional materials may be requested in any year from any pertinent level of review. Such materials may include the peer observations on file with the Music Department Chair.

For Fall, 2011, all tenure-track faculty in the Department of Music must have a minimum of two peer observations, using a format mutually agreed upon by the observer and the observee. At least one of these two observations must be done by a faculty member higher in rank than the observee. The other can be done by a peer who is of equal or higher rank. In addition, all tenured Associate Professors must have a minimum of one peer observation during the 2011-2012 academic year. This can be done in Fall, 2011, using a format mutually agreed upon by the observer and the observee, or in Spring, 2012, using the format approved by the faculty in December, 2011. This observation must be performed by a faculty member of equal or higher rank.

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Department of Music
Peer Observation and Evaluation

Faculty Member: _____ Course & Section: _____

Date: _____ Place: _____ Observer: _____

Pre-Observation Conference

The observee should provide the following information for the observer in a face-to-face pre-observation conference. Also, provide the observer with a copy of the syllabus for the course and with any materials that are handed out during the class.

1. Characterize the type of class being observed (lecture, seminar, lab, other).
2. What are you specifically planning for the day the observer attends your class? Can you define your approach for that class? What will be your general organization?
3. How does the specific class fit into your overall aims for the course? Place the class into the overall picture of the course.
4. Characterize the nature of the students and the atmosphere in the class.
5. Are there specific aspects of your teaching that you would like the observer to focus on? (For example, getting discussion started, rate of speaking, explaining concepts, etc.)

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Faculty Member: _____ Course & Section: _____

Date: _____ Place: _____ Observer: _____

Post-Observation Conference

To be completed by the observer. The observer should engage in a post-observation dialog about the class. The following series of questions can be used to guide the conversation and the written summary of the evaluation. Use the space below for a written summary of the observation to be turned in to the chair.

1. Do you believe that the instructor achieved his/her goals for the class?
2. What particular strengths did you observe?
3. What particular challenges did you observe?
4. What suggestions do you have for the instructor?
5. What overall impressions do you think students had from this lesson in terms of content or style?

Comments to summarize the observation:

For the Department's Records:

I observed the above specified class. The instructor being observed and I engaged in an exchange of ideas before and after the class.

Observer Signature: _____

Date: _____

Observee Signature: _____

Date: _____