

The Attached Departmental Guidelines for the
Department of

Department of Music

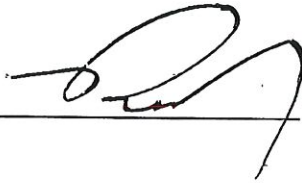
at

The Metropolitan State College of Denver
are submitted for Approval for the Period

January 1, 2017 through December 31, 2017

Approvals:

Department Chair Peter Schimpf



Date 1-31-17

Dean Joan Laura Foster

Digitally signed by Joan Laura Foster
DN: cn=Joan Laura Foster, o=MSU
Denver, ou=Letters, Arts and Sciences,
email=fofostep@msudenver.edu, c=US
Date: 2017.01.31 15:47:27 -0700

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Date 5-24-17

METROPOLITAN STATE UNIVERSITY of DENVER
Department of Music

DEPARTMENT EVALUATION GUIDELINES FOR ALL FACULTY

Revised Fall 2015

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 University 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 university 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 university and the surrounding region.

DEPARTMENT EVALUATION GUIDELINES FOR ACHIEVING TENURE AND PROMOTION

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 FOR TENURE, PROMOTION (ASSOCIATE OR FULL), AND POST-TENURE REVIEW:

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

A single summative peer observation obtained through the Center for Faculty Excellence is required for evaluation for tenure and promotion to associate and full professor. It is the recommendation of the department that the tenure and/or promotion candidate schedule one or more of these summative peer evaluations a year prior to the submission of the tenure and /or promotion portfolio; 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. At minimum, the following must be included in the portfolio created in Digital Measures under the "Department Required Review Materials" heading.

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

Tenured Associate Professors shall have one peer observation per academic year included in the portfolio under the “Department Required Review Materials” heading for the purposes of post-tenure review and/or promotion. Tenured Full Professors applying for Post Tenure Review shall have one peer observation during the academic year in which the application takes place. The approved departmental form and process for peer observations is found in the appendix to these Guidelines.

<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 university 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, makes multiple mistakes when advising students and/or does not document advising in Banner Relationship Manager .</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 university expectations including the writing and student learning outcome expectations. Assessment of general studies courses complies with departmental and</p>

	<p>university requirements. SRI Faculty Mean scores are consistently comparable to the departmental average. If consistently below the departmental average, they have shown a trend of 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 and documents advising in Banner Relationship Manager.</p>
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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 FOR TENURE, PROMOTION (ASSOCIATE OR FULL), AND POST-TENURE REVIEW:

- 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 a minimum standard of degree and recognition. 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.

Needs Improvement: This rating means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.	Minimum requirements and/or Standards have not been met. The candidate does not produce work that is accepted through peer reviewed or juried review at a regional, national, or international level.
Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.	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.

SERVICE

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution is expected at the department, school, and university levels. Beyond the institution, faculty are expected to engage in service using 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.

GUIDELINES FOR TENURE, PROMOTION (ASSOCIATE OR FULL), AND POST-TENURE REVIEW:

The narrative must demonstrate that the candidate has participated in shared governance at the university 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 university.

<p>Needs Improvement: 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>Meets Standards: 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, and university; and within the appropriate disciplinary organization or contributions using disciplinary expertise to the community outside of the university. These contributions are ongoing and make a significant difference. These contributions often, but not exclusively, take the form of significant committee work.</p>

DEPARTMENT EVALUATION STANDARDS FOR CATEGORY II AND III FACULTY

INTRODUCTION: Category II and Category III (or Affiliate) faculty are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty are hired most often to teach full-time under contracts of a duration from between one and three years, depending upon departmental and institutional needs as determined by the chair and the dean. Affiliate faculty are hired to teach on a per-credit-hour basis for specific classes, as needed, usually on a semester-by-semester basis. Category II faculty and Affiliate faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program and also take into consideration the candidate’s qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among both Category II and Affiliate faculty members.

Evaluation of Category II Faculty:

Annual evaluation of Category II faculty will include the following components:

1. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category II faculty will be administered consistent with the practice for tenure-line faculty as outlined in Handbook for Professional Personnel Chapter V.
1. Peer Observations: All Category II faculty will be observed, at a minimum, once per academic year by a tenured or tenure-track faculty member. The submission of one peer observation per year is required for the evaluation process. If the faculty member is applying for promotion to Senior Lecturer or for a multi-year contract, he or she should be observed by the department chair in that year.
2. Letter from the Chair: In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see Handbook for Professional Personnel Chapter V for definitions of Scholarly Activities and Service, and Chapter IV for conditions of such agreements), evaluations should encompass work in those areas of performance. These evaluations should take the form of a brief letter from the chair addressing the faculty member’s work in these areas.

Following the first year of employment, subsequent peer observation(s) may be required if there are indications that they are needed. Such indications may be, but are not limited to, low SRI scores, student comments on SRIs, or student comments or concerns brought to the Chair’s attention.

EVALUATION OF SRIs and PEER OBSERVATIONS FOR CATEGORY II and III FACULTY:

<p>Needs Improvement: 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 described below have not been met.</p> <p>SRI Faculty Mean scores remains substantially below the departmental average. Faculty lacks appropriate peer observation(s) or the observation(s) do not demonstrate sound pedagogy to support student learning.</p>
<p>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>SRI Faculty Mean scores are consistently comparable to the departmental average. If consistently below the departmental average, they have shown a trend of improvement and the reappointment 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. Peer observation(s) addresses strong</p>

	pedagogy to facilitate student learning.
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EVALUATION OF SERVICE AND SCHOLARLY ACTIVITY PERTINENT TO REASSIGNED TIME FOR CATEGORY II FACULTY: To be used only in the case of Reassigned Time for Category II faculty.

<p>Needs Improvement: This rating means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Minimum requirements as described below have not been met.</p>
<p>Meets Standards: 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, and/or university, as assigned. Or, the candidate’s assigned disciplinary or pedagogical or creative work rises to the level agreed upon as a requirement for Reassigned Time.</p>

Reappointment of Category II Faculty:

Any Category II faculty member who wishes to be reappointed will undergo an annual review by submitting a Portfolio to the Department Chair. Portfolios will be submitted using the same tool or format as Category I faculty (Digital Measures) and in accordance with the Academic Calendar.

Portfolios will include the following:

1. Cover Sheet
 - a. Published by the Office of the Provost; and
 - b. Used to record recommendations for/against reappointment, promotion, or multi-year contracts.
2. Narrative
 - a. If seeking promotion to Senior Lecturer or a Multi-Year Contract, should be noted in the first paragraph of the statement.
 - b. Is a one-page statement describing:
 - i. how the faculty member has met expectations for assigned duties/responsibilities;

- ii. Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future;
 - iii. Includes how courses are designed and updated to meet Student Learning Outcomes and other material on the Regular course syllabus;
 - iv. How student learning is assessed and used to improve courses; and
 - v. How any teaching concerns that may be evident from SRIs or Peer Observations are being addressed.
- c. Should present one's best case to disciplinary colleagues and administrative levels of review; and
3. Annotated *Curriculum Vitae* (see Chapter V for definition of "Annotated *Curriculum Vitae*") for a minimum of the past 6 years. The CV must also include full educational information including the dates and institutions of all degrees.
 4. Student Ratings of Instruction per B.1. above
 5. Peer Observations as delineated above in B.2.a.i.
 6. Any documentation evidencing successful performance of Reassigned Time duties.

Reappointment Recommendations

1. The Department Chair will evaluate the Portfolio and write a letter – not to exceed two pages – recommending retention or non-retention to the Dean, based both on the faculty member's evaluation and the needs of the department.
2. The Dean will evaluate the Portfolio and the Department Chair's recommendation, and determine if the Category II faculty member should be reappointed, based both on the faculty member's evaluation and the needs of the department.
3. If either the Department Chair or the Dean recommends non-retention, the Portfolio and recommendations will be submitted to the Provost for a final decision regarding retention. All letters and decisions will become part of the Category II faculty member's Portfolio and will be submitted in accordance with the Academic Calendar.

Promotion of Category II Faculty:

The Category II Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter IV of the *Handbook*.

1. The faculty member will make a request for promotion to the Department Chair and submit a Portfolio as described above for comprehensive review;
2. The Department Chair will submit the recommendation for or against promotion to the Dean;
3. The Dean will submit a recommendation for or against promotion to the Provost; and
4. The Provost will approve or disapprove the recommendation for promotion.

Evaluation of Affiliate (Category III) Faculty:

Affiliate (Category III) Faculty will be evaluated during their first semester of teaching at MSU Denver and then at least annually by the appropriate Area Coordinator or the Department Chair. Annual Evaluation of Affiliate Faculty will include the following:

1. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category III faculty will be administered consistent with the practice for tenure-line faculty as outlined in Handbook for Professional Personnel Chapter V.
2. Peer Observations: All Category III faculty will be observed, at a minimum, once in the first semester of their employment, and at least once annually following that first semester. The ideal faculty member to perform the observation is the Area Coordinator, but other faculty members can be used, particularly after the first few years of affiliate employment. The submission of one peer observation per year is required for the evaluation process.

See the rubric on page 7 for Evaluation of SRIs and Peer Observations for Category II and III faculty.

APPENDIX: Peer Observation and Evaluation

In the Music Department at Metropolitan State University of Denver, 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 faculty (tenured, tenure-track, Category II and Category III) shall participate in a departmental training on peer observation and evaluation by an individual designated by the Chair.

Each faculty (tenured, tenure-track, Category II and Category III) member shall participate in the peer evaluation process.

- Faculty members on the tenure track in years one and two shall be observed and evaluated two (2) times per semester by a minimum of two (2) different tenured faculty members, one of whom should be the Chair of the Music Department.
- Faculty members on the tenure track in years three, four, five and six shall be observed and evaluated one (1) time per semester.
- Faculty members on the tenure track in year five are encouraged to arrange for the summative Peer Observation by a trained classroom observer required for tenure by the university. This observation may be repeated if the need for improvement is indicated.
- Faculty members on the tenure track in year six must arrange for the summative Peer Observation by a trained classroom observer as required for tenure by the university, unless that requirement has already been satisfactorily met in year five.
- Tenured Associate Professors shall be observed and evaluated at least one (1) time per school year by a tenured faculty member in preparation for promotion to Full Professor and/or Post Tenure Review.
- Tenured Full Professors applying for Post Tenure Review shall be observed and evaluated by a tenured faculty member at least one (1) time during the academic year in which the application takes place.
- All tenure-track faculty members should be observed by as many tenured faculty members as possible during their six (6) years on the tenure track.
- All Category II faculty shall be observed and evaluated one (1) time per school year by a tenured or tenure-track faculty member or the department chair.
- All Category III faculty shall be observed and evaluated one (1) time per school year by the Area Coordinator or another appropriate tenured or tenure-track faculty member.

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.

As stated on page 2 of these guidelines, the minimum number of required peer observations for tenured, tenure-track, and Category II faculty must be included in the portfolio created in Digital Measures under the "Department Required Review Materials" heading.

Metropolitan State University of Denver
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.)

Metropolitan State University of Denver
Department of Music
Peer Observation and Evaluation

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: _____