

Criteria for Annual Evaluation

Overview

General:

It is anticipated that faculty will engage in a variety of activities that fall under the general categories of Teaching, Research and Creative Activity, and Service as appropriate to their appointment. However, it is not expected that a faculty member will engage in all of the activities listed under any of the three general categories. Neither is it expected that a faculty member will be equally active in each of the three categories. The quality of the contributions is of greater importance than the quantity. Evaluation committees may also take into account the level of institutional support available to individual faculty members.

Teaching:

The prime requisites of any effective teacher are intellectual competence, integrity, independence, a spirit of scholarly inquiry, a dedication to continual growth and development in teaching skills and methods, respect for differences and diversity, and above all the ability to stimulate and cultivate the intellectual interests and creative potential of students. The instructional function of the University requires faculty members to communicate effectively both the current body of knowledge and the latest research within their own professional field in the classroom, in other learning environments, through individual student contact, and through professional modes of publication and performance. All faculty must demonstrate enthusiasm for teaching and the ability to motivate and inspire students to seek the highest possible level of demonstrated intellectual and artistic mastery of the subject matter being taught.

Evidence of effective teaching may include, but is not limited to, the following categories of activities, endeavors, products and recognitions:

- Development of new courses, teaching materials, and pedagogical methods/techniques
- New initiatives in curriculum and program development
- Course syllabi and schedules and other evidence of effective planning, preparation and conducting of courses at the appropriate level of instruction
- Engagement in recruitment activities (individually, collaboratively or both) as appropriate to the undergraduate and graduate mission of the School of Music and to the nature of one's teaching responsibilities.
- Success in recruiting as demonstrated by indicators such as received applications, completed auditions, scholarship acceptances, and enrollments.
- Membership on graduate committees, number of dissertations and theses supervised, and number completed in an academic year
- Current and former student successes achieved, in part, through your mentorship
- Placement of undergraduates and graduates in graduate-level programs of national prominence and placement of graduate students in the music profession.
- Receiving generally positive student evaluations and/or other student feedback
- Peer review of teaching covering preparation, materials, student engagement, etc.
- Effective supervision of theses, documents, and dissertations

- Evidence of timely progress of graduate students towards completion of program
- External awards and honors
- Internal and external awards given to students in subject matter of teaching
- Dossiers of student work
- Professional/career advising and mentoring of students and former students at all levels
- Undergraduate research presentations or other similar sponsorships
- Commitment to improvement in teaching and encouraging feedback

Guidelines for evaluating teaching effectiveness:

Outstanding: Evidence of highly meritorious and distinguished teaching that is strongly supported by multiple forms of documentation.

Very Good: Exceeding the general expectations for teaching. Evidence of meritorious teaching that is documented in more than one way.

Good, Meets Expectations: Evidence of valuable teaching contributions, including effectively teaching courses, prompt communication with students, and timely grading. Presence of positive indicators related to teaching.

Marginal: Considerable presence of negative indicators, sparse positive evidence related to teaching. Limited presence of positive indicators related to teaching.

Unacceptable: No positive evidence related to teaching; pervasive negative indicators; no evidence of efforts to improve or address documented problems with teaching.

Research/Creative Activity:

Members in the School of Music are expected to engage in a continuing program of research and creative activity as appropriate to their appointment. This scholarly activity is to be interpreted in the broadest possible sense, consistent with the research mission of the University. Quality is considered more important than mere quantity.

Guidelines for evaluating research and creative activity:

The significance of the work will be determined by taking into consideration:

- a. The prestige and visibility of the publication, recording, presentation, or performance.
- b. The forum (local, regional, national, international) of the publication, recording, presentation, or performance.
- c. The selection process for the publication, recording, presentation, or performance (peer review or invitation).
- d. Evidence of ongoing peer recognition as a performer or scholar (repeated invitations to perform or present, evidence of publication, or distribution of compositions/arrangements).

Prestige and/or scope of publication or presentation venue are important contributing factors in determining the significance of research and creative activity.

Evidence of significant and productive research/creative activity may include, but is not limited to, the following categories of activities, endeavors, products and recognitions:

- Publication of peer-reviewed scholarly monographs or books, journal articles, book chapters, textbooks, music compositions, or professional recordings
- Editing and publication of collections of essays
- Production of peer-reviewed music compositions that are disseminated via a peer-reviewed performance, commercially produced CDs, or by means of other electronic platforms.
- Participation in professional conferences as a composer, conductor, speaker, presenter, performer, or panelist
- Presentation of invited lectures, presentations, workshops, clinics, master classes, residencies, or solo and chamber performances
- Invited publications
- Presentations of solo, chamber, ensemble performances at a University of Oklahoma campus
- Presentation of professional performances
- External and internal awards
- Production of documentaries
- Funded grants, fellowships, and research awards

Outstanding: Evidence of either multiple, large-scale, or otherwise ambitious publications or performances in highly visible peer-reviewed venues, external recognition through grants or awards, invited presentations in venues of notable national or international prestige.

Very Good: Evidence that ongoing meritorious research and creative activity has resulted in publication in visible, peer-reviewed venues, presentation in peer-reviewed national or international venues, performances, invited lectures, or other presentations outside of the region.

Good, Meets Expectations: Evidence of valuable contributions in the areas of research or creative activity. Presentation of research or creative activity in peer-reviewed regional venues.

Marginal: Evidence of ongoing participation in one's field (through, for example, attendance of conferences and symposia) without evidence of an ongoing program of research or creative activity.

Unacceptable: Failure to maintain a program of research or creative activity; disengagement from scholarly or creative participation in one's field of study.

Service:

Service activities are typically non-credit and educational in nature, are within a person's professional expertise as a faculty member, and are performed as a faculty member. Service should involve the application of the benefits and products of teaching and research to address the needs of the profession, the citizens of Oklahoma, and society at large. Faculty members are normally expected to make reasonable service-related contributions within three broad areas: the institution, the public, and the profession. The evaluation of service

shall include an assessment of the degree to which the service yields important benefits to any or all of the above recipients. Service shall be evaluated through evidence that the faculty member's judgment is sought, respected, and relied upon within those three areas.

Evidence of service may include, but is not limited to the following categories of activities, endeavors, products and recognitions:

- Serving on area, department, college, university, and professional committees
- Faculty advisor on campus to professional associations, honorary organization, and other student organizations
- Chairing area, department, college, university, and professional committees
- Holding office in state, regional, national, or international publication or professional organization
- Active participation in administration or coordination of programs within the department
- Active participation in faculty governance at unit, college or university levels
- Invitations to serve on editorial boards, review manuscripts for journals and presses, adjudicate papers, or music submissions for conference, review grant applications, evaluate candidates from other institutions for promotion and tenure, and serve on national and regional accreditation teams
- Adjudication of competitions
- Clinician or professional consultancies
- Serving as editor for a journal, book series, press, etc.
- Performances and presentations not included under research or creative activities
- Hosting and/or planning conferences, conventions, institutes, festivals, or concerts
- Supervise and maintain specialized classrooms, such as labs, studios, etc.
- Public service

Guidelines for evaluating service effectiveness:

Outstanding: Excellent service may differ from good service in the adoption of leadership roles, greater time commitments, and in greater significance and visibility of the activity itself to the institution or profession.

Very Good: Admirable activities in service to the institution, the public, and the profession. Activities involve significant time commitments and provide evidence of the faculty member's reputation within the university and/or within in their field. Service has resulted in positive changes to existing programs, the creation of new programs or initiatives, or the positive resolution of complex problems.

Good, Meets Expectations: Evidence of valuable contributions in service-related activities to the institution, public, and/or profession, including committee membership and the routine responsibilities of shared governance.

Marginal: Minimal service or service that is counter-productive.

Unacceptable: Failure to fulfill assigned service obligations.

Outcomes:

Given the high quality of the SOM and its faculty, it is expected that ratings of unacceptable in any of the three areas will be very rare and that an overall unacceptable rating will be even more unlikely. A small fraction of the faculty may be identified from time to time as marginal, and it is expected that faculty development support from the school and university, as well as mentoring by other faculty, will assist those individuals in regaining the expected productivity levels. While faculty may from time to time receive a rating of outstanding in one of the three areas, an overall rating of outstanding would be regarded as a highly significant occurrence. Thus, it is anticipated that the vast majority of the faculty of the department will meet or exceed expectations for excellence in performance in the individual areas as well as overall.

Approved by Faculty January 23, 2019