School of Music  
College of Arts, Media & Design  
Promotion, Tenure, and Post Tenure Appraisal Criteria  
August 17, 2001

I. 50% Teaching Role

Course Development and Delivery  60%

Includes those technical skills in developing, sequencing, and presenting experiences which induce student learning, as well as those human inter-active skills and characteristics which make for clear communication of information, concepts and attitudes, and promote or facilitate learning by creating an appropriate affective learning environment.

A. Examples of Teaching Activities:

1. Instruction of students in formal classrooms, lecture halls, studios, rehearsal rooms, laboratories, and/or on location
2. Individualized instruction including studio environments, applied lessons, independent studies, directed readings, and internship or practicum supervision
3. Supervision of thesis, recitals, or capstone projects, service on thesis or capstone project committees or honors projects
4. Correspondence courses and/or technologically delivered course work
5. Curriculum and course development
6. Organization and/or supervision of service learning projects
7. Offering training or other seminars, including short courses, workshops, and providing guest lectures
8. Supervision of graduate and undergraduate research
9. Conducting study travel programs, both within the United States and abroad
10. Organization and supervision of student tours
11. Supervision of student teachers or serving on residency committees
12. Other teaching activities recognized by the school, college, and university

B. Required Evidence of Teaching Effectiveness:

1. Documentation of student achievement through the use of assessment, through evidence of alumni success, and/or through the consistent quality of student performance
2. Consistent pattern of student evaluations
3. Evidence, documentation, and/or examples in four or more of the following areas:
   a. Assessment to effect curriculum development, program planning activities, and/or major course revisions
   b. Innovative techniques or teaching methods of special merit
   c. Preparation and direction of student travel
   d. Awards or teaching recognition
e. Classroom performance through peer review  
f. Letters from students, colleagues, and/or public  
g. Uncompensated teaching overloads  
h. New preparations, including programming for ensembles and literature selection for applied lessons and student recitals  
i. Other evidence as defined by the school, college, and university

Content Expertise  

The body of skills, competencies, and knowledge in a specified subject area in which the faculty member has received advanced education, training, and/or experience.

A. Examples of Content Expertise
   1. Advanced study and/or course work  
   2. Attendance at workshops, clinics, competitions, and/or master classes  
   3. Professional experience  
   4. Other examples as defined by the school, college, and university

B. Evidence of Content Expertise
   1. Evidence of professional experiences which enhance teaching  
   2. Documentation of ongoing growth and professional development as it impacts teaching  
   3. Reports to University colleagues on professional development activities  
   4. Other evidence as defined by the school, college, and university

Course Management  

Skills in operating and managing a course

A. Examples and Evidence of Course Management
   1. Maintaining class records according to University policy  
   2. Timely and correct completion of University forms: enrollment, grading, evaluations, and required personnel forms  
   3. Timely distribution of syllabi according to university policy  
   4. Availability to students outside the classroom, including maintaining posted office hours  
   5. Student team management  
   6. Other activities as defined by the school, college, and university

TOTAL TEACHING ROLE = 100%
II. 30% Creative and Scholarly Activity Role

Note: Performance/composition oriented candidates shall present evidence of creative activity as listed in Sections A and B. Traditional teaching oriented candidates shall present evidence of scholarly activity as listed in Sections C and D. Candidates may present evidence in a combination of creative and scholarly activities.

A. Examples of Creative Activities for Performance/Composition Faculty

1. Performance experience that establishes a regional or national reputation. Significant experience can include, but is not limited to, recording projects, performances as soloist with orchestras, solo recitals, collaborative work as an accompanist, performances as a conductor or in ensembles, and/or major roles in opera or music theatre productions. Special note should be made of performances resulting from competition or which imply a special honor.
2. Performances or master classes at state, regional, and/or national meetings or workshops
3. Composition activity that establishes a regional or national reputation. Special note should be made of works written on commission, or which imply a special honor
4. Creation of libretti or text for operas, musicals, or other musical compositions
5. Production/direction of major musical events that establish a regional or national reputation
6. Evidence of new approaches and innovative techniques in presenting standard and/or traditional musical works
7. Other examples of creative activity as recognized by the school, college, and university

B. Evidence of Creative Activities

1. Required:
   a. Documentation of establishment of a regional or national reputation as a performer or composer
2. Additional evidence of creative activities:
   a. Documentation of creative accomplishment, such as concert programs, reviews, and/or recordings
   b. Documentation of performance and/or publication of new compositions
   c. Presentation of new performances and/or productions
   d. Awards and professional recognition
   e. Other evidence of creative activity as recognized by the school, college, and university
C. Examples of Scholarly Activity for Traditional Teaching Faculty

1. Research resulting in new performances or productions of musical works
2. Presentation or publication of research in the development of new or improved pedagogical methods
3. Research resulting in the publication of books and/or articles
4. Research resulting in the publication of new performance or scholarly editions of musical works
5. Research grants for professional development
6. Translation of foreign language materials for research or performance purposes
7. Presentations at state, regional and/or national meetings or workshops
8. Other examples of scholarly activity as recognized by the school, college, and university

D. Evidence of Scholarly Activities

1. Documentation of research and successful performance or production of researched works
2. Successful completion of research grants
3. Documentation of publication of books, articles, or editions
4. Documentation of presentations at state, regional and/or national meetings or workshops
5. Reviews, awards, or other recognition
6. Other documentation of ongoing scholarly activity in music as defined by the school, college, and university

Total Creative/Scholarly Role = 100%

III. 20% Service Role

Service to School of Music, the College and the University 60%

Note: Candidates must demonstrate service in each of the three areas.

A. Service to the School of Music

1. Required service
   a. Participation in required school meetings and functions
   b. Service on a school committee/team
   c. Participation in student advisement

2. Additional evidence in other areas, such as (but not limited to):
   a. Service as a faculty advisor for school based student organizations
   b. Student recruitment
   c. Service as a school committee/team chair
   d. Writing and securing grants
e. Participation in other fund-raising and gift-giving activities
f. Leading community/student travel opportunities, including study abroad and/or performance tours
g. Other recognized activities which enhance the image of the school, positively represent the school to the public, and/or further the goals of the school

B. Service to the College of Arts, Media & Design

1. Required service
   a. Attendance at required college meetings and functions
   b. Service on college level committees/teams

2. Additional evidence in other areas, such as (but not limited to):
   a. Service as a college-level committee/team chair
   b. Writing and securing grants
   c. Participation in other fund-raising and gift-giving activities
   d. Other recognized activities which enhance the image of the college, positively represent the college to the public, and/or further the goals of the college

C. Service to the University of Central Oklahoma

1. Required service
   a. Attendance at required university meetings and functions

2. Additional evidence in other areas, such as (but not limited to):
   a. Administrative and management responsibilities for the school, college, or other university entity
   b. Service on Faculty Senate, Graduate Council, Academic Affairs Council, Council on Teacher Education, Faculty Grievance Board for a school, college or other university entity
   c. Service as a university-level committee chair
   d. Service as a faculty mentor
   e. Service as a faculty advisor for non-school student organizations
   f. Student recruitment
   g. Other recognized activities which enhance the image of the university, positively represent the university to the public, and/or further the goals of the university

D. Evidence of Department, College, and University Service

Candidates are expected to document their service by presenting information about the time, effort, and goals of each applicable activity, as well as provide documentation and evaluation of the substantive accomplishments associated with each activity.
Service to the Profession and/or Community  

40%

A. Examples of Service to the Profession and/or Community

1. Editorial service for journals and other publications
2. Service on national and/or regional boards with research, scholarly or creative functions
3. Service on accreditation bodies
4. Service on governing boards and taskforces
5. Organization and/or participation in meetings or workshops sponsored by professional organizations
6. Leadership positions and/or committee assignments in professional organizations
7. Presentation of off-campus seminars
8. Service on community, state, or national arts agencies/organizations and other board and/or councils
9. Consulting work
10. Public speaking
11. Adjudication of music activities
12. Other community and professional involvement and performances as defined by the school, college, and university

B. Evidence of Professional and/or Community Service Activity

Candidates are expected to document their service by presenting information about the time, effort, and goals of each applicable activity, as well as provide documentation and evaluation of the substantive accomplishments associated with each activity.

Total Service Role = 100%

Approved by the faculty of the School of Music on August 17, 2001.

Approved by the Director of the School of Music: ________________________________

Approved by the Dean of the College of Arts, Media & Design: ____________________