School of Music  
College of the Arts  
Georgia State University  
NON-TENURE TRACK FACULTY REVIEW AND PROMOTION GUIDELINES

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<th>School of Music Non-Tenure Track Faculty Review and Promotion Guidelines</th>
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I. INTRODUCTION

Non-tenure track (NTT) faculty housed in the School of Music are vital components of our faculty. The policies and procedures related to the review and promotion of faculty in non-tenure track ranks are outlined in this document (School guidelines), the College of and Arts Promotion Manual for Non-Tenure Track Faculty (college manual), and the Georgia State University Promotion Manual for Non-Tenure Track Faculty (university manual). Whereas the university and college NTT manuals provide general statements of the expected quality and significance of NTT faculty accomplishments, this document identifies the concrete forms these achievements should take. In particular, this document articulates the School’s criteria for the various rankings that candidates for promotion might receive in the areas of teaching and service. Candidates should consult the college and university manuals for matters of process and procedure, dossier requirements, and time-in-rank policies that govern eligibility for promotion consideration.

Of the NTT faculty positions in use in the School of Music, only regular, full-time lecturer track faculty are eligible for promotion. The ranks within the lecturer track include the following (listed from most junior to most senior): Lecturer, Senior Lecturer, and Principal Senior Lecturer. The general duties for lecturer track faculty are described in the college manual.

There are two tracks within the NTT faculty in the School of Music: Academic Lecturers and Applied Lecturers. Academic lecturers teach music theory and music history courses with MUS and MUA course listings. Applied Lecturers teach individual and/or group lessons within the performance, conducting, composition, jazz and ensemble areas; course listings include MUS and APXX. In the case where a lecturer teaches both applied and academic courses, their track will be decided by the Director based on the candidate’s primary area of expertise and courses taught.

II. SCHOOL OF MUSIC REVIEW PROCESS FOR PROMOTION TO SENIOR LECTURER AND PRINCIPAL SENIOR LECTURER

A. Process Overview

The primary stages of the School-level NTT faculty promotion review process are as follows:

1. Following notification of eligibility from the Dean’s Office, the candidate standing for promotion will submit the required review materials outlined in the college manual to the School Director.

2. The School Director forwards the candidate’s materials to the School review committee (or subcommittee for initial review, but the final recommendation must be made by the committee as a whole).

3. The School committee submits its recommendation, including any minority reports, to the School Director. The committee members will sign the report(s) on a separate
The School Director will provide a copy of the School committee’s report, including any minority reports, to the candidate with a notification that the candidate has the option to respond directly to the School Director within three business days.

4. The School Director submits her/his independent recommendation and the recommendation of the School committee, including any minority reports and any responses from the candidate, to the Dean’s Office. The School Director will provide a copy of her/his own report to the candidate with a notification that the candidate has the option to respond to the Dean’s Office within three business days. The Dean’s Office will provide to the School Director a copy of any response from the candidate to the School Director’s report.

See sections III and IV in the college manual for information on the evaluation processes at the college and university levels.

B. Composition of School of Music Non-Tenure Track Promotion Review Committee

The School of Music Non-Tenure Track Promotion Review Committee consists of all tenured faculty and all NTT faculty of Senior rank and above in the School (Senior Lecturer, Principal Senior Lecturer), except the Director of the School and any members of the School serving in a position that will review the candidate’s promotion application at the college or university levels. According to the college manual, units may operate through a system of subcommittees that initially review and evaluate each candidate’s credentials. All final recommendations must be made by the committee of the whole. The committee of the whole must meet to discuss and vote on its final recommendation. Faculty of equal or lower rank to the candidate’s current rank may not vote on the final recommendation of the committee of the whole. In consultation with the School Director, the dean will augment the School promotion review committee with NTT members from other units when the School does not have a sufficient number of faculty to constitute a committee of at least three members, with at least one being tenured and one being NTT faculty.

III. LECTURER REVIEWS

A. General Considerations

There are five types of structured reviews for faculty in the lecturer track: 1) annual review leading to re-appointment, 2) third-year review, 3) fifth-year review with promotion to senior lecturer, 4) subsequent review with promotion to principal senior lecturer (the timing for which is defined in the college manual), and 5) post-promotion cumulative review (five-year structured review). In these reviews, the primary considerations are contributions in teaching and service, with consideration given to contributions in the area of research and creative activity bearing on the candidate’s knowledge as it relates to teaching performance. This document defines ratings that are used in all of the reviews listed above; however, the ratings in the body of the document are defined in the context of School expectations specific to candidates being
considered for promotion to senior lecturer or principal senior lecturer.

B. Scope of Evaluations

1. Evaluation of Teaching

As stated in the college manual, evaluation of teaching effectiveness will use the criteria of the college’s policy (http://www2cas.gsu.edu/docs/as/teaching_effectiveness.pdf).

Overall teaching assessment is derived from the consideration of the following:

a. Teaching portfolio: The teaching portfolio should include: material illustrating the advisement of recitals and papers; preparation and grading of Masters’ examinations; official advising of students (as indicated by, e.g. signed PACE forms or SOM advising records); acceptance of former students into graduate programs, appointment to faculty positions, or recognition in the profession; and student papers and related materials for Honors projects, and independent studies. The lecturer may also provide the School review committee with a video of his/her teaching, produced at the candidate’s convenience.

b. Observation reviews: Lecturers may be observed in the classroom on an annual basis by a senior faculty member and/or administrator. Each observation visit should be prearranged with the candidate. A lecturer who teaches in an applied teaching area may also be observed annually and may give a master class during the year in which he/she is a candidate for promotion to senior lecturer. The master class would be observed by a senior faculty member. Faculty observers should make their notes in writing using the School of Music peer review form. The observer should discuss this written observation report with the candidate. The written report is then forwarded to the School Director for the candidate’s file.

c. Student evaluations: The review of a candidate’s materials will include overall student evaluation scores, which are useful indicators of student perceptions of instruction. Evaluation scores, which the School will not rely upon exclusively when determining minimum qualifications for ratings, will be considered in the context of the normal range of scores for specific courses and for similar level courses (i.e., 1000, 2000, etc.) within the School. The review will also consider other important variables such as class size, whether the course is required or an elective, the response rate on the evaluations, and number of students enrolled in the course. In addition to average scores, the School will also be attentive to mean and median scores and to the impact of any outlying scores on averages. Qualitative evidence offered by the students’ written comments on the student evaluation forms will receive serious attention from the School as a meaningful supplement to the quantitative data from the evaluation instruments. In light of these contextual elements, successful candidates for promotion normally earn consistently strong evaluations and high scores, as defined below.
2. Evaluation of Service

As stated in the college manual, contributions in the area of service include high-quality instructional service; contributions to the School, college, or university; professional service; and community and public service. Service for lecturers varies depending on the individual’s core mission as defined by the School, but it is generally at the School or college level. Contributions to service in the School of Music typically include participation in student auditions and juries, program implementation, policy development, review boards, as well as student recruitment and student advisement.

There may also be evidence of important service activities beyond the university context in professional organizations in the candidate's field of specialization. The candidate is expected to promote and attend School events related to his/her field of specialization.

The review of candidates’ records in service will consider the wide variety of tasks that the School Director might assign to particular faculty members. Candidates should document any arrangements made upon or after their initial appointment for them to take on special administrative duties or unusually heavy service loads. The degree to which assigned service responsibilities are made available to the candidate will also be part of the consideration of their service record.

3. Additional Considerations

Other factors and contributions that may be considered as part of the lecturer review include the following:

1. Contributions in Research and Creative Activity:

It is expected that lecturers will manifest in their classes a rich intellectual background and a familiarity with current trends and methods in the discipline. Though not required for promotion, one way of achieving such a proficiency is through a program of scholarly or creative activities.

Since a lecturer’s research and creative activity is evaluated as a subordinate element of the overall record in instruction, it is incumbent on the candidate to demonstrate how the scholarly or creative work included in the dossier enhances his or her instructional effectiveness. The specific forms of research and creative activity that a lecturer may produce are identical to those described in the School promotion and tenure guidelines for faculty. For tenure track faculty, depending on the discipline: scholarly publications, publication of musical compositions, performances, recordings, participation as an invited or peer-reviewed master class presenter/clinician/lecturer, service as an adjudicator in major competitions, intellectual contributions to professional organizations, and so forth. Scholarship focused on pedagogy and curriculum should be included in the Instruction section of the dossier rather than under a Research and Creative Activity section.

2. Role within the School of Music:

Since needs of the School of Music often change, the role of the lecturers also may change. For example, if student enrollments shift, the college or School may need to
offer more sections of a course, or fewer. The review will include the role of the lecturer within the context of the mission of the School and the ability of the lecturer to fulfill effectively changing needs of the School.

C. Criteria for Promotion

As stated in the college manual, candidates will be evaluated based on the evidence submitted as having met or not met the standards for promotion in teaching and service relative to the evaluative terms outstanding, excellent, very good, good, fair, and poor. The single measure for achieving the standard for promotion in each category for each rank is defined in this section. The complete scale of evaluative terms that may be referenced in evaluations is included as an appendix to this document.

1. Academic Lecturers

Academic lecturers under consideration for promotion are expected to demonstrate the following attributes in the category of teaching: mastery of the subject matter; organization of instruction; creation of syllabi with clear objectives, calendars, and criteria for assessment of student achievement; consistent class meetings; balance of teaching style with subject matter; currency in the discipline; use of supplement materials such as course-packs, study guides, handouts, Web materials, guest speakers and so on.

The assessment of service of academic lecturers will include the considerations described in Section III.B.2 above.

a. Promotion from Lecturer to Senior Lecturer

For promotion to the rank of senior lecturer, the candidate must demonstrate a level of competence and effectiveness in teaching that is evaluated as at least excellent, according to the college manual. Additionally, the candidate must provide a level of assigned service to the School, college, university, and/or to the professional and practice community that is evaluated as at least very good, which meets the university standard for promotion to senior lecturer.

i. Teaching

To meet the standard in teaching for promotion to the rank of senior lecturer with a rating of excellent, the candidate demonstrates innovative and creative presentation of course materials and teaching at a consistently high level; students are involved in academic activities (e.g. music conferences) at the regional or state level. Students are accepted to excellent graduate programs. The candidate should be recognized among students and colleagues as an effective and committed teacher, and should demonstrate an engagement with teaching and the curriculum beyond his or her assigned courses. Such a candidate may receive invitations to lectures that are based upon his or her reputation as a teacher/performer, and may also be involved in leading workshops, consultations, or producing pedagogical publications based upon his/her teaching accomplishments. A candidate’s reputation as a master teacher is recognized
on a regional level as evidenced by invitations to present teaching concepts at regionally significant universities, conferences, or symposia. The significance of these activities shall be determined by their relative importance in the field and not solely by their geographic location.

ii. Service

To meet the standard in service for promotion to the rank of senior lecturer with a rating of very good, the successful candidate demonstrates effective participation in the various programmatic and administrative areas of the School. Diligent and effective service includes participation in student auditions, juries, program implementation, policy development, review boards, as well as significant efforts in student recruitment and student advisement. There may also be evidence of important service activities beyond the university context in professional organizations in the candidate's field of specialization. The candidate is expected to promote and attend School events related to his/her field of specialization.

b. Promotion from Senior Lecturer to Principal Senior Lecturer

For promotion to the rank of principal senior lecturer, the candidate must demonstrate a sustained level of competence and effectiveness in teaching that is evaluated as excellent, according to the college manual. Additionally, the candidate must provide a level of assigned service to the School, college, university, and/or to the professional and practice community that is evaluated as very good, which meets the university standard for promotion to principal senior lecturer. Successful candidates for promotion to principal senior lecturer will demonstrate continued growth in the time period since the last promotion. This growth might be in the area of teaching or service or both. It might be growth resulting in a higher ranking in one of these areas, but this need not necessarily be the case so long as the candidate has made improvements in discrete areas of their teaching or has mastered new skills or has made new contributions in teaching or service.

i. Teaching

To meet the standard in teaching for promotion to principal senior lecturer with a rating of excellent, the candidate demonstrates an exceptional ability to communicate and work effectively with students. Further, the candidate provides the students with current concepts and practices consistent with mastery of the field and its current literature; students are involved in academic activities (e.g. music conferences) at the state or national levels. Such a candidate may also be involved in leading workshops, consultations, or producing pedagogical publications based upon his/her teaching accomplishments. Select graduates are accepted to graduate programs at major schools and/or have professional careers as teachers. A candidate’s reputation as a master teacher is recognized on a national or international level as evidenced by invitations to present teaching concepts at national or internationally significant universities, conferences, or symposia. The significance of these activities shall be determined by their relative importance in the field and not solely by their geographic location.
ii. Service

The candidate will be judged as meeting the standard in service for promotion to principal senior lecturer with a rating of very good if there is a demonstration of exemplary participation in the various programmatic and administrative areas of the School. Diligent and effective service includes participation in student auditions, juries, program implementation, policy development, review boards, as well as successful efforts in student recruitment and significant student advisement as evidenced by enrollment and matriculation data. There must also be evidence of significant service activities beyond the university context in professional organizations in the candidate's field of specialization. The candidate is expected to promote and attend School events related to his/her field of specialization.

2. Applied Lecturers

Three factors are considered in assessing the teaching effectiveness of applied Lecturers: 1) the success of graduates from the candidate’s studio as judged by the quality of their performances, acceptance for graduate study, or establishment of professional careers; 2) the number of students attracted and retained in the candidate’s studio; and, 3) the candidate’s knowledge of literature and styles, as evidenced by the candidate’s performances and/or those by his/her students.

The assessment of service of applied lecturers will include the considerations described in Section III.B.2 above.

a. Promotion from Lecturer to Senior Lecturer

For promotion to the rank of senior lecturer, the candidate must demonstrate a level of competence and effectiveness in teaching that is evaluated as at least excellent, according to the college manual. Additionally, the candidate must provide a level of assigned service to the School, college, university, and/or to the professional and practice community that is evaluated as at least very good, which meets the university standard for promotion to senior lecturer.

i. Teaching

To meet the standard in teaching for promotion to the rank of senior lecturer with a rating of excellent, the candidate demonstrates an exceptional ability to communicate and work effectively with students and provides them with current concepts and practices consistent with mastery of the field. The candidate consistently attracts new students with high levels of talent and musical proficiency to his/her studio. Student enrollment is consistent with workload expectation. Select graduates are accepted to major graduate programs and/or have professional careers as performers or teachers. Students participate in performance activities regionally or statewide. Students perform a broad range of repertoire with satisfactory technique and musicianship, and an understanding of the style. A candidate’s reputation as a master teacher/workshop clinician is recognized on a regional level as evidenced by invitations to present teaching
concepts at regionally significant universities, conferences, or symposia. The significance of these activities shall be determined by their relative importance in the field and not solely by their geographic location.

ii. Service

To meet the standard in service for promotion to the rank of senior lecturer with a rating of very good, the successful candidate demonstrates effective participation in the various programmatic and administrative areas of the School. Diligent and effective service includes participation in student auditions, juries, program implementation, policy development, review boards, as well as significant efforts in student recruitment and student advisement. There may also be evidence of important service activities beyond the university context in professional organizations in the candidate's field of specialization. The candidate is expected to promote and attend School events related to his/her field of specialization.

b. Promotion from Senior Lecturer to Principal Senior Lecturer

For promotion to the rank of principal senior lecturer, the candidate must demonstrate a sustained level of competence and effectiveness in teaching that is evaluated as excellent, according to the college manual. Additionally, the candidate must provide a level of assigned service to the School, college, university, and/or to the professional and practice community that is evaluated as very good, which meets the university standard for promotion to principal senior lecturer. Successful candidates for promotion to principal senior lecturer will demonstrate continued growth in the time period since the last promotion. This growth might be in the area of teaching or service or both. It might be growth resulting in a higher ranking in one of these areas, but this need not necessarily be the case so long as the candidate has made improvements in discrete areas of their teaching or has mastered new skills or has made new contributions in teaching or service.

i. Teaching

To meet the standard in teaching for promotion to principal senior lecturer with a rating of excellent, the candidate demonstrates an exceptional ability to communicate and work effectively with students and provides them with current concepts and practices consistent with mastery of the field. The candidate consistently attracts new students with high levels of talent and musical proficiency to his/her studio. Student enrollment is consistent with workload expectation. Select graduates are accepted to major graduate programs and/or have professional careers as performers or teachers. Students participate in performance activities statewide or nationally. Students perform a broad range of repertoire with exemplary technique and musicianship, and an understanding of the style. A candidate’s reputation as a master teacher/workshop clinician is recognized on a national or international level as evidenced by invitations to present teaching concepts at national or internationally significant universities, conferences, or symposia. The significance of these activities shall be determined by their relative importance in the field and not solely by their geographic location.
ii. Service

The candidate will be judged as meeting the standard in service for promotion to principal senior lecturer with a rating of very good if there is a demonstration of exemplary participation in the various programmatic and administrative areas of the School. Diligent and effective service includes participation in student auditions, juries, program implementation, policy development, review boards, as well as successful efforts in student recruitment and student advisement as evidenced by enrollment and matriculation data. There must also be evidence of important service activities beyond the university context in professional organizations in the candidate’s field of specialization. The candidate is expected to promote and attend School events related to his/her field of specialization.

D. Other Lecturer Reviews

The annual, third-year, promotion, and post-promotion cumulative reviews are all distinct from one another. Because these different evaluations cover different time periods and may involve different evaluating bodies, the results of these reviews may diverge. Therefore, a reliable inference cannot necessarily be made from the conclusions of one of the reviews to those of the others.

1. Annual Review of Lecturers

Along with tenure track and other non-tenure track faculty, all lecturer track faculty are evaluated on an annual basis. The evaluation will be based on the materials supplied by the faculty member, including her/his updated CV, annual report covering the prior calendar year, teaching portfolio, and any other appropriate materials. In consultation with the School Executive Committee, the School Director will evaluate the lecturer track faculty member’s service and teaching and service using the criteria described in the Appendix.

2. Third-Year Review of Lecturers

The third-year review for lecturers is designed to assess the faculty member’s effectiveness and progress toward promotion to senior lecturer. A School subcommittee composed of at least three faculty, which will include both tenured faculty and principal senior lecturers or senior lecturers, will prepare an evaluation of the lecturer’s record. The School Director will provide an independent assessment before forwarding both evaluations to the Dean’s Office for further evaluation of the record. The third-year review will employ the terms of the six-point scale used for promotion reviews. However, the spirit of the third-year review is different from that of the fifth-year review; it is meant to review the lecturer’s achievements to date and provide mentoring regarding possible deficiencies that should be addressed before the fifth-year review.
3. Post-Promotion Review of Senior Lecturers and Principal Senior Lecturers

The post-promotion five-year cumulative review is designed to ensure that senior lecturers and principal senior lecturers remain effective and current in their pedagogy and accomplished in their service profiles. The review will cover the faculty member’s teaching and service records over the last five years and will be based on the criteria listed in the Appendix. Faculty under review will present their dossiers (as described in the college manual) for evaluation by a committee of at least three faculty who are either tenured or at the rank of principal senior lecturer (with representation from each when the School has an available principal senior lecturer within its ranks). The School Director will provide an independent assessment and will then pass on both evaluations to the Dean’s Office for response.
APPENDIX: Complete Ratings Scale for Evaluations of Lecturer-Track Faculty to be used in Annual, Third-Year, Promotion, and Post-Promotion Cumulative Reviews

A1. Teaching (Academic Lecturers)

Poor: The candidate demonstrates little evidence of teaching competence and an unacceptable record of instruction.

Fair: The candidate demonstrates minimal teaching competence.

Good: The candidate fulfills a majority of teaching responsibilities in an adequate manner. Supporting material should show evidence of diligent preparation and valid course content.

Very Good: The candidate performs teaching responsibilities consistently well; supporting material includes evidence of diligent preparation and a conscientious mentoring of students, as well as a commitment to enthusiastic, creative, and innovative pedagogy. Students are active in academic activities in the School and the local community, and are accepted into graduate programs.

Excellent (Promotion to Senior Lecturer): The candidate demonstrates innovative and creative presentation of course materials and teaching at a consistently high level; students are involved in academic activities (e.g. music conferences) at the regional or state level. Students are accepted to excellent graduate programs. The candidate should be recognized among students and colleagues as an effective and committed teacher, and should demonstrate an engagement with teaching and the curriculum beyond his or her assigned courses. Such a candidate may receive invitations to lectures that are based upon his or her reputation as a teacher/performer, and may also be involved in leading workshops, consultations, or producing pedagogical publications based upon his/her teaching accomplishments.

Excellent (Promotion to Principal Senior Lecturer): In addition to the stated expectations for a rating of excellent in teaching above, the successful candidate for promotion to the rank of principal senior lecturer has students involved in academic activities (e.g. music conferences) at a statewide or national level, is involved in leading workshops, consultations, or producing pedagogical publications based upon his/her teaching accomplishments. A candidate’s reputation as a master teacher is recognized on national or international level as evidenced by invitations to present teaching concepts at national or internationally significant universities, conferences, or symposia. The significance of these activities shall be determined by their relative importance in the field and not solely by their geographic location.
Outstanding (Promotion to Senior Lecturer): The candidate demonstrates exceptional mastery of his/her field, with innovative and creative presentations of course materials, and teaching/learning processes. Candidate documents lists of published instructional materials, teaching awards, and student activities, which may include their presentations at national professional meetings or acceptance to outstanding graduate programs. A candidate is evaluated as outstanding if the committee determines that the quality of his/her accomplishments exceeds the criteria for excellent.

Outstanding (Promotion to Principal Senior Lecturer): In addition to the stated expectations for a rating of outstanding in teaching above, the candidate for promotion to the rank of principal senior lecturer documents lists of published instructional materials, teaching awards, and student activities, which include their presentations at national and international professional meetings or acceptance to outstanding graduate programs.

A2. Teaching (Applied Lecturers)

Poor: The candidate demonstrates little evidence of teaching competence as judged by pedagogy and student performance.

Fair: The candidate demonstrates minimal teaching competence. There is limited evidence of student progress, musicianship, or technical facility.

Good: The candidate demonstrates acceptable teaching competence. The candidate attracts new students infrequently. Studio enrollment consistently remains below expected level. Students perform a limited range of repertoire adequately. A candidate’s reputation as a master teacher/workshop clinician is recognized on a local level.

Very Good: The candidate demonstrates above average ability to communicate and work effectively with students and provides them with current concepts and practices consistent with mastery of the field. The candidate attracts new students with average levels of talent and musical proficiency; studio enrollment is consistent with expected workload. Graduates attend graduate programs or begin professional careers. Student progress is evident. Students participate in school, community, and state performance activities. The range of repertoire provided to students is adequate and is performed satisfactorily with an understanding of its style. A candidate’s reputation as a master teacher/workshop clinician is recognized on a state level.

Excellent (Promotion to Senior Lecturer): The candidate demonstrates an exceptional ability to communicate and work effectively with students and provides them with current concepts and practices consistent with mastery of the field. The candidate consistently attracts new students with high levels of talent and musical proficiency to
his/her studio. Student enrollment is consistent with workload expectation. Select graduates are accepted to major graduate programs and/or have professional careers as performers or teachers. Students participate in performance activities regionally or statewide. Students perform a broad range of repertoire with satisfactory technique and musicianship, and an understanding of the style. A candidate’s reputation as a master teacher/workshop clinician is recognized on a regional level as evidenced by invitations to present teaching concepts at regionally significant universities, conferences, or symposia. The significance of these activities shall be determined by their relative importance in the field and not solely by their geographic location.

**Excellent (Promotion to Principal Senior Lecturer):** In addition to the stated expectations for a rating of excellent in teaching above, the successful candidate for promotion to the rank of principal senior lecture has students who participate in performance activities at a statewide or national level. Students perform a broad range of repertoire with exemplary technique and musicianship, and an understanding of the style. A candidate’s reputation as a master teacher/workshop clinician is recognized on a national or international level as evidenced by invitations to present teaching concepts at national or internationally significant universities, conferences, or symposia.

**Outstanding (Promotion to Senior Lecturer):** The candidate is a master teacher who demonstrates exceptional ability to communicate and work effectively with students, providing them with current concepts and practices consistent with mastery of the field. The candidate consistently attracts high-quality students and maintains steady enrollment in the studio. Graduates are accepted into quality graduate programs and/or are sufficiently prepared for professional careers. Students participate in performance activities nationally. Students have won awards in significant competitions and/or orchestral auditions. Students perform a broad range of repertoire with high levels of musicianship, facility, and understanding of style. A candidate is evaluated as outstanding if the committee determines that the quality of his/her accomplishments exceeds the criteria for excellent. A candidate’s reputation as a master teacher/workshop clinician is recognized on a national and/or international level.

**Outstanding (Promotion to Principal Senior Lecturer):** In addition to the stated expectations for a rating of outstanding in teaching above, the candidate for promotion to the rank of principal senior lecturer has students who participate in performance activities nationally and internationally.
B. Service

*Poor:* The faculty member does not fulfill assigned service obligations and is not a responsible citizen of the School.

*Fair:* The faculty member ineffectively fulfills assigned service obligations or is not a responsible citizen of the School.

*Good:* The faculty member does not always effectively fulfill assigned service obligations or is not consistently a responsible citizen of the School.

*Very Good:* The faculty member demonstrates effective participation in the various programmatic and administrative areas of the School. Diligent and effective service includes participation in student auditions, juries, program implementation, policy development, review boards, as well as significant efforts in student recruitment and student advisement. There may also be evidence of important service activities beyond the university context in professional organizations in the candidate’s field of specialization. The candidate is expected to promote and attend School events related to his/her field of specialization.

*Excellent:* The faculty member has been diligent and highly effective as they carried out assigned responsibilities and contributed significantly to the mission of the School over a sustained period. The faculty member normally exhibits a track record of providing assistance to School advising efforts or to graduate teaching assistants and/or other non-tenure track instructors. In addition to continued growth in the areas of service described above, the faculty member’s growth in service should also take one or more of the following forms: highly effective service as a School program director or in a role with a similar level of responsibility; recognition as a campus leader; significant service to the profession or community.

*Outstanding:* In excess of the stated expectations to achieve a rating of *excellent* in service, the faculty member will be judged to be *outstanding* in service if they have not only fulfilled their assigned responsibilities but also taken considerable personal initiative to seek out best practices and new opportunities for maximizing the success of the School in meeting its stated goals. She or he will have been recognized by their peers, students, or university administrators as having established a long track record of success in improving campus life in measurable or noticeable ways. Highly effective service as a School program director or in a role with a similar level of responsibility, as well as extraordinary service to the profession or community, are also indications of *outstanding* service.