

**SCHOOL OF MUSIC  
PROMOTION AND TENURE GUIDELINES**

**COLLEGE OF THE ARTS  
GEORGIA STATE UNIVERSITY**

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Faculty members must consult the College of the Arts Promotion and Tenure Manual. In the event of a conflict between the two documents, the college manual takes precedence.

All materials, discussions, conclusions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.

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1 **Preamble**

2

3 The School of Music faculty assumes the same responsibilities in the areas of *Research and Creative*  
4 *Activity, Teaching and Service*, as do all members of the University faculty. Accordingly, this  
5 document outlines how School of Music faculty responsibilities are to be evaluated in each of these  
6 areas.

7

8 In the area of *Research and Creative Activity*, it is important to note that music is a very diverse  
9 discipline encompassing varied combinations of traditional academic research and creative  
10 activity. Scholarly activity, in the form of publications and presentations at international, national,  
11 and regional conferences, is expected of faculty whose primary function is research. It is not  
12 necessarily appropriate for all music faculty members to engage in traditional research and  
13 academic publication work; they may instead demonstrate scholarly activity through  
14 performances, recordings, and the creation of new music. Both the quality and quantity of  
15 research and creative work are to be considered, with quality of primary importance.  
16 Commensurate with all university faculty, peer-reviewed and refereed work is highly valued and  
17 should form the core of professional activity as it provides markers of quality.

18

19 In the area of *Teaching*, several factors are of critical importance in the evaluation process. First,  
20 faculty teaching takes many different forms, some of which are uncommon in university settings.  
21 For instance, a performance studies teacher (i.e., applied music or studio) calculates a full teaching  
22 load on the basis of a minimum of 18 contact hours per week. With successful recruiting efforts, a  
23 performance teacher's instructional load may exceed 20 contact hours per week. Such workloads  
24 are comparable to teaching assignments in most major schools of music and are necessary for  
25 maintaining quality instructional programs. It is important to consider that a typical music  
26 student spends at least one hour per week throughout his/her college career on a one-to-one basis  
27 with his/her performance studies teacher.

28

29 Second, the success and growth of any School of Music depends upon other forms of faculty  
30 involvement that extend beyond assigned teaching responsibilities. Representative examples  
31 include attending recitals and concerts, student recruitment, holding auditions, making logistical  
32 arrangements for performances on and off campus, and maintaining the equipment and instruments  
33 used in their work. More detailed explanations of the evaluation criteria for *Research and*  
34 *Creative Activity, Teaching and Service* are provided within the body of this manual.

35

36 **Overview**

37 The School of Music *Promotion and Tenure Guidelines* is to be used in conjunction with the  
38 *College of the Arts Promotion and Tenure Manual*. For details regarding eligibility, probationary  
39 periods, time in rank, three-year pre-tenure review, five-year post-tenure cumulative review,  
40 *Promotion and Tenure* calendar, and specific procedures and guidelines for dossier submission,  
41 consult the College Guidelines. Candidates should note that the *College Promotion and Tenure*  
42 *Manual* take precedence over the School of Music Guidelines.

43 Candidates are urged to study the College Manual thoroughly and to adhere strictly to the format  
44 guidelines. No candidate will receive a positive recommendation by the School of Music without  
45 the clear presentation of documentary evidence of research and creative activity, teaching and  
46 service. It is incumbent upon the candidate to prepare materials in a concise, organized manner.  
47 Candidates should include materials only within the appropriate category and avoid duplication in  
48 subsequent areas of the dossier.

49 Upon appointment at the rank of Assistant Professor, candidates should design a program of research  
50 and creative activity and instructional objectives that is directly related to their teaching  
51 assignment and primary field of specialization. It is imperative to engage in as much high-level,  
52 quality professional activity as possible, whether performing, conducting, composing, directing,  
53 serving as a clinician, working on research, or designing/producing study materials. Faculty  
54 should be careful to emphasize their primary field of specialization; however, candidates may  
55 receive additional recognition for research and creative activity if they publish or perform in  
56 additional fields in which they have training or in emerging areas of scholarship that may lie  
57 outside their original specializations.

58 The senior faculty and administration of the School of Music will be available to advise all junior  
59 faculty members. A mentor will be assigned by the Director within the first semester of a new  
60 faculty appointment. Mentors will be drawn from the tenured-faculty ranks. The mentor will  
61 work with the candidate in planning professional development activity, evaluating the progress of  
62 that activity and monitoring the overall efforts in research and creative activity, teaching, and  
63 service. To avoid potential conflicts of interest, the mentor may not chair the junior faculty's  
64 evaluation committee during the review process for promotion and tenure. The candidate should  
65 consult other faculty, as well, to provide balance. Following a three-year pre-tenure review the  
66 department's evaluation will be reviewed and commented on by the Director, the Dean, and the  
67 Provost. The faculty member will receive a written report of the results of this review and  
68 comments by the Director, the Dean, and the Provost.

69  
70 **School of Music Criteria for Evaluation**  
71

72 The credentials and dossier of a candidate for promotion and/or tenure are evaluated by the School  
73 of Music Promotion and Tenure Committee in three areas: Research and Creative Activity,  
74 Teaching, and Service. These evaluations are based on materials submitted to the Committee by  
75 the candidate.  
76  
77  
78  
79  
80  
81

82 **CRITERIA FOR PROMOTION TO SPECIFIC ACADEMIC RANKS**

83  
84 Candidates will be evaluated as either having met or not having met the standards for promotion  
85 and tenure as determined by the following:

86  
87 **For promotion to and/or tenure at the rank of Associate Professor.**

88 A minimum of “Excellent” in both Research and Creative Activity and Teaching and at least  
89 “Good” in Service.

90  
91 **For promotion to and/or tenure at the rank of Professor.**

92 A minimum of “Excellent” in both Research and Creative Activity and Teaching and a minimum  
93 of “Very Good” in Service.

94  
95 **RESEARCH AND CREATIVE ACTIVITY**

96  
97 Candidates seeking promotion to Associate Professor are to have developed a substantial body of  
98 work that has already contributed to the advancement in their discipline regionally as determined by  
99 peers within and outside of the University, while establishing a national/international reputation in  
100 their field. Candidates seeking promotion to Professor are to have established a  
101 national/international reputation in their field, substantially past the requirements for  
102 recommendation to promotion for Associate Professor and have a high probability of continued  
103 high quality research and creative activity.

104  
105 Creative research activity may take any of a wide variety of forms, depending upon the field of  
106 specialization and interests of the faculty member. Faculty members often participate in diverse  
107 activities such as: performing, writing, conducting, directing, editing, composing, publishing,  
108 consulting, recording, and participating in a wide variety of professional forums. Each faculty  
109 member’s primary efforts are usually directed toward those activities expected in the area of his/her  
110 appointment.

111  
112 Evidence to be considered in the evaluation of creative and research activity may include the  
113 following:

- 114
- 115 • publication as the author, co-author, editor, or translator of books, chapters in books,  
116 articles, reviews, monographs, and non-print materials, and reviews of these publications  
117 (publications subjected to substantial peer review prior to publication shall be more highly  
118 regarded than publications not subjected to such review);
  
  - 119 • the conduct of research contributing significantly to the state of knowledge in the faculty  
120 member's field of specialization, and publication of the results; service as an editor or  
121 reviewer of a scholarly journal, or series, or as a reviewer of other scholarly activity;

- 122 recognition within the profession through appointment or election to non-administrative  
123 committees, boards, and review panels;
- 124 • participation as an invited or peer-reviewed master class presenter, clinician or lecturer  
125 for seminars, recitals, workshops and conferences at state, regional, national and  
126 international levels;
  - 127 • commissions for musical compositions;
  - 128 • publication of musical compositions or arrangements;
  - 129 • obtaining funding support for research or development or for instructional or program  
130 improvement;
  - 131 • appearances off-campus as a speaker, conductor, soloist, actor, director, designer,  
132 ensemble member, panelist, or clinician, or as a director of a workshop or institute;
  - 133 • presenting papers, speaking, participating on panels, presiding at sessions, adjudicating,  
134 performing as soloist, actor, director, designer, ensemble member, or conductor, or  
135 otherwise participating in activities of professional associations;
  - 136 • appearances off-campus with professional groups or in professional  
137 settings;
  - 138 • participation in symposiums and other selective gatherings of distinguished  
139 colleagues;
  - 140 • performances by off-campus groups or individuals of compositions by the faculty  
141 member;
  - 142 • performances on commercial recordings by the faculty member or performances on  
143 commercial recordings of compositions by the faculty member;
  - 144 • service as a consultant to or on behalf of educational institutions, professional associations,  
145 or government agencies when it is clearly an honor to have been selected;
  - 146 • service as an adjudicator in major competitions when it is clearly an honor to have been  
147 selected; winning of prizes, awards, fellowships, or other recognition.
  - 148 • Intellectual contributions to professional organizations.

## 151 **CATEGORIES FOR RESEARCH AND CREATIVE ACTIVITY**

152 (refer to college manual, Section V., for exact content, formatting, and pagination of materials)

153  
154 Professional development activities in music vary widely within music fields. This manual  
155 identifies six distinct profiles of music faculty:

- 156
- 157 1. Music Education
- 158 2. Music Theory
- 159 3. Musicology/Ethnomusicology
- 160 4. Composition
- 161 5. Applied Performance
- 162 6. Conductors and Ensemble Directors

164 **EVALUATION CRITERIA FOR PROFESSIONAL DEVELOPMENT**

165

166 It is expected that candidates will address each bulleted criterion point within their respective areas  
167 as detailed in the following lists.

168

169 **1. Music Education**

170

171 In Music Education, publications are analogous to those in the social sciences. Articles can be  
172 broadly theoretical/philosophical or reports of discrete experiments and qualitative research  
173 projects. Also included are practitioner-oriented articles, books and media that make original,  
174 significant, and research-based contributions to the knowledge base about pedagogy and  
175 instruction. Candidates should be expected to have numerous publications in peer-reviewed  
176 journals.

177

178 *Note:* In music education and education journals, co-authored articles normally list the primary  
179 author as the first author. However, this is not always the case. For the purpose of evaluation, it is  
180 assumed that the first-listed author is the primary author unless the candidate justifies a different  
181 order (such as alphabetical).

182

183 ***Excellent at the Rank of Professor***

- 184 • The candidate significantly exceeds the criteria for rating of “Excellent” at the Rank of  
185 Associate Professor. The nature and scope of the candidate’s scholarly activity extends  
186 beyond national recognition toward international acknowledgement as an expert in the field.

187

188 ***Excellent at the Rank of Associate Professor***

- 189 • The candidate has established excellence in the field through publications, presentations, and  
190 service to the profession.
- 191
- 192 • The candidate has a strong publication record in leading peer-reviewed journals. These must  
193 include reports or original research beyond the dissertation and must include research-based  
194 practitioner articles. The reputation of scholarly journals is changeable and should be assessed  
195 for the period of review. Research-based book chapters, encyclopedia entries and pedagogical  
196 materials are included within this category. Non-research based publications are included here if  
197 they are supported by and illustrative of the candidate’s academic/research profile. The  
198 collective publication record should demonstrate an identifiable research focus, theoretical  
199 and/or methodological cohesiveness, growth in research and writing skills and a strong  
200 trajectory for continued publication success. Emphasis will be given to the qualitative impact of  
201 the candidate’s publication, though it is anticipated that candidates will submit manuscripts and  
202 receive acceptances on an annual basis during the period of review.
- 203
- 204 • The candidate has a strong record of peer-reviewed presentations at important conferences,  
205 symposia, and colloquia. Research poster sessions are included within this category.
- 206
- 207 • The candidate has a strong record of recognition by public and private school teachers as

208 demonstrated by workshop invitations, guest conducting or performing invitations (when  
209 appropriate) and peer-reviewed presentations.

210

- 211 • Music Education faculty who serve the School of Music in other capacities (e.g. conducting  
212 and/or performing) may have those activities included within this category if they are related to  
213 the candidate's overall academic/research profile. These activities will be viewed as  
214 supplemental to the items listed above.

215

## 216 2. **Music Theory**

217

218 In Music Theory, publications are analogous to those in the humanities. The standard publication  
219 vehicle for music theorists is the lengthy journal article. Evaluators should be aware that music  
220 theory journals are somewhat limited in number and that the publication decision process can be  
221 lengthy (6-18 months). Candidates should be expected to have several important articles in top-tier  
222 or second-tier journals, supplemented by national/international peer-reviewed presentations at  
223 conferences, symposia, and colloquia.

224

### 225 *Excellent at the Rank of Professor*

- 226 • The candidate significantly exceeds the criteria for ratings of "Excellent" at the Rank of  
227 Associate Professor. The nature and scope of the candidate's scholarly activity extends beyond  
228 national recognition toward international acknowledgement as an expert in the field.

229

### 230 *Excellent at the Rank of Associate Professor*

- 231 • The candidate has established excellence in the field through publications, presentations, and  
232 service to the profession.
- 233 • The candidate has a strong publication record in leading peer-reviewed journals. These must  
234 include reports or original research beyond the dissertation. The reputation of scholarly journals  
235 is changeable and should be assessed for the period of review. Book chapters, encyclopedia  
236 entries and research-based pedagogical materials are included in this category. The collective  
237 publication record should demonstrate an identifiable research focus, theoretical and/or  
238 methodological cohesiveness, and strong trajectory for continued publication success.
- 239 • The candidate has a strong record of peer-reviewed presentations at important conferences,  
240 symposia, and colloquia. Research poster sessions are included within this category.
- 241 • Music theory faculty who serve the School of Music in other capacities (e.g. conducting and/or  
242 performing) may have those activities included within this category if they are related to the  
243 candidate's overall academic /research profile. These activities will be viewed as supplemental  
244 to the items listed above.

245

## 246 3. **Musicology/Ethnomusicology**

247

248 In Musicology/Ethnomusicology, publications are analogous to those in the humanities. The  
249 publication vehicles tend to be books and extended journal articles. As in the case of music theory  
250 journals, evaluators should be aware that musicology journals are somewhat limited in number and  
251 that the publication decision process can be lengthy (6-18 months). Candidates should be expected



252 to have significant publications such as a book and several important articles.

253

254 ***Excellent at the Rank of Professor***

- 255 • The candidate significantly exceeds the criteria for ratings of “Excellent” at the Rank of  
256 Associate Professor. The nature and scope of the candidate’s scholarly activity extends beyond  
257 national recognition toward international acknowledgement as an expert in the field.

258

259 ***Excellent at the Rank of Associate Professor***

- 260 • The candidate has established excellence in the field through publications, presentations, and  
261 service to the profession.
- 262 • The candidate has a strong publication record in leading peer-reviewed journals. These must  
263 include reports or original research beyond the dissertation. The reputation of scholarly journals  
264 is changeable and should be assessed for the period of review. Book chapters, encyclopedia  
265 entries and research-based pedagogical materials are included in this category. The collective  
266 publication record should demonstrate an identifiable research focus, theoretical and/or  
267 methodological cohesiveness, and strong trajectory for continued publication success.
- 268 • The candidate has a strong record of peer-reviewed presentations at important conferences,  
269 symposia, and colloquia. Research poster sessions are included within this category.
- 270 • Musicology/Ethnomusicology faculty who serve the School of Music in other capacities (e.g.  
271 conducting and/or performing) may have those activities included within this category if they  
272 are related to the candidate’s overall academic /research profile. These activities will be viewed  
273 as supplemental to the items listed above.

274

275 **4. Composition**

276

277 The primary activity for composers is the creation and performance of new musical compositions.  
278 Evaluators must take into consideration the quality as well as the quantity of compositions written  
279 during the evaluation period. The specific number of pieces is not as important as the overall scope  
280 of works completed, the level of performers and/or ensembles performing works and the venues  
281 where performances of new works were given. Candidates who work primarily in the electro-  
282 acoustic/computer music genres may generate fewer numbers of pieces due to the technical nature  
283 of the works. For composers engaged primarily in computer music or electro-acoustic music  
284 creation, important articles in top-tier or second-tier journals and/or national/international peer-  
285 reviewed presentations at conferences, symposia, and colloquia would be appropriate. Candidates  
286 will not be expected to have a significant number of print publications of music as these are  
287 extremely rare in the field. Of more significance is the publication of recorded works on an  
288 established label with international, national, and electronic distribution.

289

290 ***Excellent at the Rank of Professor***

- 291 • The candidate significantly exceeds the criteria for ratings of “Excellent” at the Rank of  
292 Associate Professor. The nature and scope of the candidate’s scholarly activity extends beyond  
293 national recognition toward international acknowledgement as an expert in the field.

294

- 295 • The candidate is a prize winner in national or international competitions.

296

297 • The candidate has compositions published in print by established publishers of contemporary  
298 music or compositions published on recordings that are distributed commercially. Recordings  
299 show evidence of a review process and are not self-published.

300

301 • Compositions created during the evaluation period are commissions from professional  
302 institutions, professional ensembles or significant performers, or through peer-reviewed  
303 competition.

304 • The candidate has been *composer-in-residence* at research institutions, universities,  
305 conservatories, or performing organizations such as symphony orchestras.

306

307 • There is evidence of national and international broadcast and concert performances, published  
308 reviews, and interviews.

309

310 • Compositions have been performed at national and international conferences, symposia,  
311 festivals, and on professional concert series at the international and national levels.

312

313 • Performances of compositions include premieres of new works as well as repeat performances  
314 of older works.

315

316 • The candidate has received multiple reviews of compositions either in print or digital media.

317

318 • The candidate has served on established adjudication panels.

319

320 • The candidate has presented master classes and lectures in national and international venues.

321

322 ***Excellent at the Rate of Associate Professor***

323 • The candidate has significant commissions for new works.

324

325 • There is evidence of publication (in print or recording), either by independent means or by  
326 established publishers, with documentation of distribution and evidence of success in obtaining  
327 independent funding for creative work.

328

329 • The candidate is a prize winner in regional and national competitions.

330

331 • Compositions receive performances by professional performers and ensembles at regional and  
332 national conferences, symposia and festivals, and on professional concert series at the regional  
333 and national levels.

334

335 • The candidate shows significant breadth of output, ranging from small chamber works to major  
336 compositions in various forms including research initiatives within the area of electro-acoustic  
337 and computer generated composition.

338

339 • There is evidence of visibility on a national level (emerging national reputation) in  
340 performance, professional service, broadcast, and recording distribution.

- 341
- 342 • Many of the compositions created during the evaluation period were commissioned via peer-
- 343 reviewed competition and by professional performers.
- 344
- 345 • Performances include premieres of new works as well as performances of older works.
- 346
- 347 • Candidate has had compositions performed at national and regional conferences, festivals or
- 348 symposia.
- 349
- 350 • The candidate has at least one recorded album of compositions or has had a similar number of
- 351 works included on compilation recordings or the recordings of significant performers
- 352 distributed commercially in hard copy or via digital downloads. Recordings show evidence of a
- 353 review process and are not self-published.
- 354
- 355 • Candidate has an established record of invitations to serve on adjudication panels and may have
- 356 presented master classes and/or lectures at the national and international level.
- 357

## 358 5. **Applied Performance**

359

360 Primary creative activity for faculty in applied performance areas is performing. This can include

361 performances as soloists, member of a chamber or large ensemble and a contributor to recordings.

362 Significant evidence of artistic merit may be either a single work of considerable importance or a

363 program of worthwhile research or creative activity. Candidates seeking promotion to associate

364 professor must have established a record of sustained activity in regional venues and an emerging

365 national reputation. The faculty member is encouraged to thoroughly document the significance of

366 the forum to assist the committee in making an accurate assessment of the contribution. The

367 significance of scholarly and creative work in this area will be determined by taking into

368 consideration the prestige, visibility, critical reviews, and forum (local, regional, national,

369 international) of the performance, publication, recording, or presentation.

### 370

#### 371 ***Excellent at the Rank of Professor***

- 372 • The candidate significantly exceeds the criteria for ratings of “Excellent” at the Rank of
- 373 Associate Professor. In specific, the nature and scope of the candidate’s scholarly activity
- 374 extends beyond national recognition toward international acknowledgement as an expert in the
- 375 field.

#### 376

#### 377 ***Excellent at the Rank of Associate Professor***

- 378 • The candidate has established excellence in the field through performances, recordings,
- 379 publications, presentations and/or service to the profession.
- 380
- 381 • The candidate has a record of public performances at important venues commensurate with an
- 382 emerging national profile. These can involve solo and chamber music recitals at regional
- 383 universities and other concert venues, as well as performances with symphonic ensembles, in
- 384 established jazz venues, or with opera companies.

385

386

387

388 • The candidate has a record of participation as a clinician for regional and national organizations.  
389 Included in this context are workshops, seminars, conferences, master classes, and other  
390 professional meetings or events.

391

392 • The candidate has been increasingly recognized through invitations to serve as a judge for  
393 choral, instrumental, operatic, or solo competitions, and arts councils at the regional level and  
394 beyond.

395

396 • The candidate can be considered to have added significant scholarly work to the field through  
397 articles, presentations, or recordings distributed commercially in hard copy or via digital  
398 downloads. Recordings show evidence of a review process and are not self-published.

399

400 • The candidate, according to job description, has been engaged in project-based artistic direction,  
401 including related work on a significant production, festival, or concert series.

402

## 403 **6. Conductors/Ensemble Directors**

404

405 For faculty who serve as conductors and ensemble directors, it might be said that their creative  
406 work is on constant display during university performances. While true, those performances are  
407 considered under the criteria for “teaching” since they involve students who enroll for academic  
408 credit and for which the conductor receives course load credit. Including in the phrase “conductors”  
409 are those faculty who lead choral and instrumental ensembles of all types, including jazz and world  
410 music ensembles. Included in the phrase “ensemble directors” are those faculty who provide the  
411 artistic/stage direction of staged works such as operas, even if the artistic/stage director does not  
412 physically conduct the performance. Performances that fall within the criteria for professional  
413 development include, but are not limited to:

414

415 a. Performance by Georgia State student ensembles, including staged works, at festivals,  
416 juried performances for conferences, or performances at professional venues as part of a  
417 professional concert series.

418

419 b. Performances of non-GSU student ensembles (K-12 schools, all-state ensembles, other  
420 universities, etc.) including staged works, where the candidate is invited because of  
421 established expertise.

422

423 c. Performances at collegiate and professional ensembles, including staged works, with which  
424 the candidate is associated or where the candidate is invited because of established  
425 expertise.

426

427 d. Performances that do not fall into the above categories, but for which the candidate can  
428 offer documentation of contribution as professional development.

429

430 For those seeking tenure, a continuing record of activity in regional venues with some activity in  
431 national venues is expected. For tenured faculty seeking promotion, a continuing record of activity  
432 in national venues of high quality is expected, along with at least some activity in international

433 venues. The faculty member is encouraged to thoroughly document the significance of the forum to  
434 assist the committee in making an accurate assessment of the contribution. The significance of  
435 scholarly and creative work in this area will be determined by taking into consideration the prestige,  
436 visibility, critical reviews, and forum (local, regional, national, international) of the performance,  
437 publication, recording, or presentation.

438

439 ***Excellent at the Rank of Professor***

- 440 • The candidate significantly exceeds the criteria for ratings of “Excellent” at the Rank of  
441 Associate Professor. The nature and scope of the candidate’s scholarly conducting/artistic  
442 direction activity extends beyond national recognition toward international acknowledgement as  
443 an expert in the field.

444

445 ***Excellent at the Rank of Associate Professor***

- 446 • The candidate has established excellence in the field through performances, recordings,  
447 publications, presentations and/or service to the profession.
- 448
- 449 • The candidate has a strong and consistent record of public performances at important venues.  
450 These can involve guest conducting or invited artistic direction of staged works at regional  
451 universities and other concert spaces outside the state, as well as performances with symphonic  
452 ensembles and opera companies.
- 453
- 454 • The candidate has a strong and consistent record of participation as a clinician for regional and  
455 national organizations. Included in this context are workshops, seminars, conferences, master  
456 classes, and other professional meetings or events.
- 457
- 458 • The candidate has been increasingly recognized through honors and awards by panels of experts  
459 in the area of focus. This would include invitations for the candidate’s ensembles to perform for  
460 a juried conference, or through the awarding of prizes at competitions and festivals.
- 461
- 462 • The candidate has been increasingly recognized through invitations to serve as a judge for  
463 choral, instrumental, operatic, or solo competitions, and arts councils at the regional level and  
464 beyond.
- 465
- 466 • The candidate can be considered to have added significant scholarly work to the field through  
467 publicly available sources such as recordings on a distributed label, the editing or composition  
468 of ensemble repertoire, or related publications.
- 469
- 470 • The candidate has been engaged in project-based artistic direction, including related work on a  
471 significant production, festival, or concert series beyond the state level.
- 472
- 473 • Because of the potential for enhancing university prestige and the rigorous selection process,  
474 being selected to lead all-state and regional/divisional multi-state auditioned honor ensembles  
475 would be included at this level.

476

477

478

479 **TEACHING**

480  
481 Georgia State University requires the services of teacher-scholars who are contributing significantly  
482 in the area of teaching and for whom there exists evidence that such teaching activities will  
483 continue in the future. These activities fall into three major categories:

- 484  
485 1. Instructional lessons and pedagogical techniques employed in regularly scheduled classes;  
486  
487 2. Individual tutelage with recital preparation, research projects, music compositions, theory  
488 reviews, directed studies, honors papers, theses, and dissertations;  
489  
490 3. The development of new and revised courses, programs, and/or concepts of instruction.

491  
492  
493 Candidates for Promotion and/or Tenure must consult the College of the Arts guidelines for the  
494 *Teaching Portfolio* and *Policy on Assessment of Teaching Effectiveness*. Overall teaching  
495 assessment is derived from consideration of the following:

- 496  
497 1. The teaching portfolio, which may include: material illustrating the supervision of recitals  
498 and papers; preparation and grading of Master's examinations; evidence of official advising  
499 of students (as indicated, for example, by signed advising forms); a video tape/DVD of the  
500 candidate's teaching; evidence of acceptance of current and former students accepted into  
501 graduate programs, appointments to faculty positions, or recognition in the profession; and  
502 student papers and related materials of Honors projects and independent studies;  
503 2. Peer review. Full-time tenured colleagues in the School of Music will be selected to observe  
504 at least one class, applied lesson, master class, and/or rehearsal of tenure-track faculty  
505 annually and as requested by tenured faculty. Peer observations will be conducted by one of  
506 the tenured faculty as determined by the Director in consultation with the School of Music  
507 Promotion and Tenure Committee. The peer reviewer should contact the tenure-track  
508 faculty member to arrange for possible dates and times of the observation. Following the  
509 observation of teaching, the observer(s) will hold an informal discussion with the candidate,  
510 after which a written report will be submitted to the Director and the candidate. These  
511 annual observations will begin no later than the second semester of employment at Georgia  
512 State and will continue through the pre-tenure review in the third year of service and until  
513 the tenure-track faculty member declares his/her candidacy for promotion and/or tenure.  
514 The observation that occurs in the semester concurrent with the application for promotion  
515 and tenure will be conducted by at least one member of the School's Promotion and Tenure  
516 Committee. The teaching portfolio will be made available for the peer reviewer to assess  
517 syllabi, sample exams, and other pertinent study materials as well as data from the student  
518 evaluation forms (provided in the Director's Office). The candidate may also provide a  
519 video of his or her teaching, produced at the candidate's convenience, for inclusion in the  
520 teaching portfolio.  
521 3. Student evaluations. The primary indicator will be the item that most broadly addresses the  
522 candidate's teaching effectiveness. The candidate will meet or exceed the School's  
523 expectation for the type of course (e.g., studio, survey courses, performance). Candidates  
524 are expected to provide contextual information in their written statements contained in the

525 portfolio.

526

## 527 CATEGORIES OF TEACHING

528 (refer to college manual, Section V., for exact content, formatting, and pagination of materials)

529

530

## 531 EVALUATION CRITERIA FOR TEACHING

532

533 Academic instruction is of vital importance to the School of Music and its mission. Faculty are to  
534 follow University guidelines and standards for the preparation of syllabi. A candidate under  
535 consideration for promotion and/or tenure is expected to demonstrate the following attributes in the  
536 category of teaching:

537

538 • Mastery of the subject matter;

539

540 • Mastery of instruction organization;

541

542 • Creation of syllabi with clear objectives, calendars, and criteria for assessment of student  
543 effort;

544

545 • Consistent meeting of classes according to scheduled times, balancing teaching style with  
546 subject matter, and remaining current in the field;

547

548 • Appropriate creation and gathering of supplementary teaching materials (such as course  
549 packs, study guides, handouts, web materials, guest speakers, etc.).

550

### 551 **A. Music Education, Music Theory, Musicology/Ethnomusicology, and Composition**

552

553 *Note:* It is acknowledged that faculty whose primary responsibility involves composition will  
554 combine elements that are both “academic” and “applied” in nature.

555

#### 556 ***Excellent at the Ranks of Associate Professor and Professor:***

557 The candidate performs teaching responsibilities consistently well; supporting material includes  
558 evidence of diligent preparation and a conscientious mentoring of students, as well as a  
559 commitment to enthusiastic, creative, and innovative pedagogy. Students are accepted into  
560 nationally recognized graduate programs. The candidate may receive invitations to lectures that are  
561 based upon his or her reputation as a teacher/performer, and may also be involved in leading  
562 workshops and providing documented consultation to colleagues.

563

### 564 **B. Applied Performance**

565

566 Three factors are considered in assessing applied instructors:

567

568 1. The success of graduates from the candidate’s studio as judged by the quality of their  
569 performances, acceptance for graduate study, or establishment of professional careers;

570

- 571 2. The number of students attracted and retained in the candidate's studio;  
572  
573 3. The candidate's knowledge of literature and styles, as evidenced by performances and/or  
574 those by his/her students.  
575  
576

577 ***Excellent at the Ranks of Associate Professor and Professor:***

578 The candidate effectively demonstrates an ability to communicate and work with students and  
579 provides them with current concepts and practices consistent with mastery of the field. The  
580 candidate consistently attracts new students with high levels of talent and musical proficiency to  
581 his/her studio. Student enrollment is consistent with workload expectation. Select graduates are  
582 accepted to major graduate programs and/or have professional careers as composers, performers or  
583 teachers. Students participate in performance activities or have their compositions performed  
584 regionally or statewide. Students perform a broad range of repertoire with satisfactory technique  
585 and musicianship, and an understanding of the style. A candidate's reputation as a master  
586 teacher/workshop clinician is recognized on a regional and emerging national level.  
587

588 **C. Conductors/Ensemble Directors**

589 Three factors are considered in assessing conductors/ensemble directors:  
590

- 591  
592 1. The artistic success of their performances as defined by comparison with norms in the field,  
593 the appropriateness of repertoire selection, and reviews by knowledgeable authorities in the  
594 genre;  
595  
596 2. The observations of teaching and rehearsing by faculty peer evaluations;  
597  
598 3. The incorporation of rehearsal techniques that results in students' cognition of the style of  
599 the repertoire under study.  
600

601 ***Excellent at the Ranks of Associate Professor and Professor:***

602 The candidate has established a reputation as a master teacher or a master workshop leader. The  
603 candidate has a strong ability to achieve successful performances and provides students with current  
604 concepts and practices consistent with mastery in the field. Quality students are attracted to and  
605 retained in the ensemble. The ensemble's coherence and musical comprehension are at a high level,



606 making aesthetic performances consistently possible. Repertoire is of the highest musical level,  
607 drawn from a broad spectrum of styles that result in creative programming and high levels of  
608 aesthetic interest. The candidate's reputation as a master teacher/conductor/director workshop  
609 leader is recognized on a regional and emerging national level.

610

611

## 612 **SERVICE**

613

### 614 CATEGORIES FOR SERVICE

615 (refer to College guidelines, p. 27-28, for exact content, formatting, and pagination of materials)

616

617 Service for the candidate, in addition to committee work and administrative roles for professional  
618 organizations, involves recruiting activities, recital and concert attendance, admission auditions  
619 and/or interviews, and performance management by ensemble conductors.

620

### 621 EVALUATION CRITERIA FOR SERVICE

622

#### 623 ***Very Good:***

624 The candidate demonstrates service in the programmatic and administrative areas of the University,  
625 College, and/or School.

626

627 The candidate is a responsible and effective member on College and School committees, and has  
628 shown consistent work in student recruitment, student advisement, and program development. The  
629 candidate has applied for grants for non-research or non-academic support (e.g., QIF). There is  
630 evidence of service activities as an officer or committee member for professional organizations in  
631 the candidate's field of specialization. The candidate has rendered substantial service to colleagues.  
632 The candidate actively promotes and attends School events related to his/her field of specialization.

633

#### 634 ***Good:***

635 The candidate has shown consistent and responsible activity on committees, review boards,  
636 programs, etc., in accord with expectations of his/her rank. The candidate has thoroughly executed  
637 assigned school duties and has given significant assistance to colleagues. The candidate actively  
638 promotes and attends School events related to his/her field of specialization.

639 **APPENDIX I**

640

641 **Ratings Guidelines for Pre-Tenure Review**

642

643 **A. Professional Development**

644

645 **1. Music Education**

646

647 In Music Education, publications are analogous to those in the social sciences. Articles can be  
648 broadly theoretical/philosophical or reports of discrete experiments and qualitative research  
649 projects. Also included are practitioner-oriented articles, books, and media that make original,  
650 significant, and research-based contributions to the knowledge base about pedagogy and  
651 instruction. Candidates should be expected to have numerous publications in peer-reviewed  
652 journals.

653

654 *Note:* In music education and education journals, co-authored articles normally list the primary  
655 author as the first author. However, this is not always the case. For the purpose of evaluation, it is  
656 assumed that the first-listed author is the primary author unless the candidate justifies a different  
657 order (such as alphabetical).

658

659 ***Poor:***

660 • The candidate has limited recognition in the field as evidenced by publications, presentations,  
661 and service to the profession.

662

663 • The candidate has a limited publication record in peer-reviewed journals.

664

665 • The candidate has a limited record of peer-reviewed presentations.

666

667 • The candidate has a limited record of recognition by public and private school teachers as  
668 demonstrated by workshop invitations, guest conducting or performing invitations (when  
669 appropriate).

670

671 ***Fair:***

672 • The candidate is establishing statewide recognition in the field through publications,  
673 presentations, and service to the profession.

674

675 • The candidate has published articles in statewide peer-reviewed journals.

676

677 • The candidate has a limited record of peer-reviewed presentations at state and conferences,  
678 symposia and colloquia; there is limited activity beyond the state level. Research poster sessions  
679 are included within this category, but the candidate must have presented sessions in addition to  
680 poster sessions.

681

682 • The candidate has a record of recognition by public and private school teachers as demonstrated  
683 by workshop invitations, guest conducting or performing invitations (when appropriate) and  
684 peer-reviewed presentations at state-level conferences.

- 685 • Music Education faculty who serve the School of Music in other capacities (e.g. conducting  
686 and/or performing) may have those activities included within this category if they are related to  
687 the candidate's overall academic/research profile. These activities will be viewed as  
688 supplemental to the items listed above.

689

690 ***Good:***

- 691 • The candidate is establishing statewide recognition in the field through publications,  
692 presentations, and service to the profession, with at least some activity on the regional level.

693

- 694 • The candidate has published several articles (three or fewer) in state or national peer-  
695 reviewed journals. These must include reports or original research beyond the dissertation or  
696 research-based practitioner articles. The reputation of scholarly journals is changeable and  
697 should be assessed for the period of review. Research-based book chapters, encyclopedia  
698 entries, and pedagogical materials are included within this category. Non-research based  
699 publications are included here if they are supported by and illustrative of the candidate's  
700 academic/research profile.

701

- 702 • The candidate has a record of peer-reviewed presentations at state conferences, symposia and  
703 colloquia; there is limited activity beyond the state level. Research poster sessions are included  
704 within this category, but the candidate must have presented sessions in addition to poster  
705 sessions.

- 706 • The candidate has a record of recognition by public and private school teachers as demonstrated  
707 by workshop invitations, guest conducting or performing invitations (when appropriate) and  
708 peer-reviewed presentations at state-level conferences.

709

- 710 • Music Education faculty who serve the School of Music in other capacities (e.g. conducting  
711 and/or performing) may have those activities included within this category if they are related to  
712 the candidate's overall academic/research profile. These activities will be viewed as  
713 supplemental to the above listed above.

714

715 ***Very Good:***

- 716 • The candidate is establishing regional recognition in the field through publications,  
717 presentations, and service to the profession.

718

- 719 • The candidate has published several articles in leading peer-reviewed journals. These must  
720 include reports or original research beyond the dissertation and must include research-based  
721 practitioner articles. The reputation of scholarly journals is changeable and should be assessed  
722 for the period of review. Research-based book chapters, encyclopedia entries, and pedagogical  
723 materials are included within this category. Non-research based publications are included here if  
724 they are supported by and illustrative of the candidate's academic/research profile.

725

- 726 • The candidate has a record of peer-reviewed presentations at state and regional conferences,  
727 symposia, and colloquia. Research poster sessions are included within this category, but the  
728 candidate must have presented sessions in addition to poster sessions.

729

- 730 • The candidate has a record of recognition by public and private school teachers as demonstrated

731 by workshop invitations, guest conducting or performing invitations (when appropriate) and  
732 peer-reviewed presentations at state-level conferences.

733

- 734 • Music Education faculty who serve the School of Music in other capacities (e.g. conducting  
735 and/or performing) may have those activities included within this category if they are related to  
736 the candidate's overall academic/research profile. These activities will be viewed as  
737 supplemental to the items listed above.

738

739 ***Excellent:***

- 740 • The candidate is establishing excellence in the field through publications, presentations, and  
741 service to the profession.

742

- 743 • The candidate has a strong publication record in leading peer-reviewed journals. These must  
744 include reports or original research beyond the dissertation and must include research-based  
745 practitioner articles. The reputation of scholarly journals is changeable and should be assessed  
746 for the period of review. Research-based book chapters, encyclopedia entries, and pedagogical  
747 materials are included within this category. Non-research based publications are included here if  
748 they are supported by and illustrative of the candidate's academic/research profile. The  
749 collective publication record should demonstrate an identifiable research focus, theoretical  
750 and/or methodological cohesiveness, growth in research and writing skills and a strong  
751 trajectory for continued publication success. Emphasis will be given to the qualitative impact of  
752 the candidate's publication, though it is anticipated that candidates will submit manuscripts and  
753 receive acceptances on an annual basis during the period of review.

754

- 755 • The candidate has a strong record of peer-reviewed presentations at important conferences,  
756 symposia, and colloquia. Research poster sessions are included within this category.

757

- 758 • The candidate has a strong record of recognition by public and private school teachers as  
759 demonstrated by workshop invitations, guest conducting or performing invitations (when  
760 appropriate) and peer-reviewed presentations.

761

- 762 • Music Education faculty who serve the School of Music in other capacities (e.g. conducting  
763 and/or performing) may have those activities included within this category if they are related to  
764 the candidate's overall academic/research profile. These activities will be viewed as  
765 supplemental to the items listed above.

766

767 ***Outstanding:***

- 768 • The faculty member has achieved eminence in his or her field, as evidenced by national and  
769 international awards, strong reviews in major publication outlets, invited performances/lectures  
770 at prestigious venues and so on.

771

772 **2. Music Theory**

773

774 In Music Theory, publications are analogous to those in the humanities. The standard publication  
775 vehicle for music theorists is the lengthy journal article. Evaluators should be aware that music  
776 theory journals are somewhat limited in number and that the publication decision process can be

777 lengthy (6-18 months). Candidates should be expected to have several important articles in top-tier  
778 or second-tier journals, supplemented by national/international peer-reviewed presentations at  
779 conferences, symposia and colloquia.

780

781 ***Poor:***

782 • The candidate is not establishing a record of publication in peer-reviewed journals.

783

784 • The candidate is not establishing a record of peer-reviewed presentations and conferences.  
785 Research poster sessions are included within this category.

786

787 • Music theory faculty who serve the School of Music in other capacities (e.g. conducting and/or  
788 performing) may have those activities included within this category if they are related to the  
789 candidate's overall academic/research profile. These activities will be viewed as supplemental  
790 to the items listed above.

791

792 ***Fair:***

793 • The candidate has relatively little evidence of scholarly activity through publications,  
794 presentations, and service to the profession.

795

796 • The candidate has a limited record of peer-reviewed presentations and conferences. Research  
797 poster sessions are included within this category.

798

799 • Music theory faculty who serve the School of Music in other capacities (e.g. conducting and/or  
800 performing) may have those activities included within this category if they are related to the  
801 candidate's overall academic/research profile. These activities will be viewed as supplemental  
802 to the items listed above.

803

804 ***Good:***

805 • The candidate has statewide recognition in the field through publications, presentations, and  
806 service to the profession.

807

808 • The candidate has a publication record in peer-reviewed journals. These must include reports or  
809 original research beyond the dissertation. The reputation of scholarly journals is changeable and  
810 should be assessed for the period of review. Book chapters, encyclopedia entries, and research-  
811 based pedagogical materials are included within this category. The collective publication record  
812 should demonstrate an identifiable research focus and theoretical and/or methodological  
813 cohesiveness, with some indication of anticipated continued publication success.

814

815 • The candidate has a modest record of peer reviewed presentations at conferences, symposia,  
816 and colloquia. Research poster sessions are included within this category.

817

818 • Music theory faculty who serve the School of Music in other capacities (e.g. conducting and/or  
819 performing) may have those activities included within this category if they are related to the  
820 candidate's overall academic/research profile. These activities will be viewed as supplemental  
821 to the items listed above.

822 ***Very Good:***

- 823 • The candidate is establishing regional recognition in the field through publications,  
824 presentations, and service to the profession.  
825
- 826 • The candidate has a publication record in leading peer-reviewed journals. These must include  
827 reports or original research beyond the dissertation. The reputation of scholarly journals is  
828 changeable and should be assessed for the period of review. Book chapters, encyclopedia  
829 entries, and research-based pedagogical materials are included within this category. The  
830 collective publication record should demonstrate an identifiable research focus, theoretical  
831 and/or methodological cohesiveness, and a clear indication of anticipated continued publication  
832 success.  
833
- 834 • The candidate has a record of peer-reviewed presentations at conferences, symposia, and  
835 colloquia. Research poster sessions are included within this category.  
836
- 837 • Music theory faculty who serve the School of Music in other capacities (e.g. conducting and/or  
838 performing) may have those activities included within this category if they are related to the  
839 candidate's overall academic/research profile. These activities will be viewed as supplemental  
840 to the items listed above.  
841

842 ***Excellent:***

- 843 • The candidate is establishing excellence in the field through publications, presentations, and  
844 service to the profession.  
845
- 846 • The candidate has a strong publication record in leading peer-reviewed journals. These must  
847 include reports or original research beyond the dissertation. The reputation of scholarly journals  
848 is changeable and should be assessed for the period of review. Book chapters, encyclopedia  
849 entries and research-based pedagogical materials are included within this category. The  
850 collective publication record should demonstrate an identifiable research focus, theoretical  
851 and/or methodological cohesiveness, and a strong trajectory for continued publication success.  
852
- 853 • The candidate has a strong record of peer-reviewed presentations at important conferences,  
854 symposia and colloquia. Research poster sessions are included within this category.  
855
- 856 • Music theory faculty who serve the School of Music in other capacities (e.g. conducting and/or  
857 performing) may have those activities included within this category if they are related to the  
858 candidate's overall academic/research profile. These activities will be viewed as supplemental  
859 to the items listed above.  
860

861 ***Outstanding:***

- 862 • The faculty member has achieved eminence in his or her field, as evidenced by national and  
863 international awards, strong reviews in major publication outlets, invited performances/lectures  
864 at prestigious venues and so on.

865 **3. Musicology/Ethnomusicology**

866

867 In Musicology/Ethnomusicology, publications are analogous to those in the humanities. The  
868 publication vehicles tend to be books and extended journal articles. As in the case of music theory  
869 journals, evaluators should be aware that musicology journals are somewhat limited in number and  
870 that the publication decision process can be lengthy (6-18 months). Candidates should be expected  
871 to have significant publications such as a book and several important articles.

872

873 ***Poor:***

- 874 • The candidate is not establishing a record of publication in peer-reviewed journals.
- 875
- 876 • The candidate is not establishing a record of peer-reviewed presentations and conferences.  
877 Research poster sessions are included within this category.
- 878
- 879 • Musicology/Ethnomusicology faculty who serve the School of Music in other capacities (e.g.  
880 conducting and/or performing) may have those activities included within this category if they  
881 are related to the candidate's overall academic/research profile. These activities will be viewed  
882 as supplemental to the items listed above.

883

884 ***Fair:***

- 885 • The candidate has relatively little evidence of scholarly activity through publications,  
886 presentations, and service to the profession.
- 887
- 888 • The candidate has a limited record of peer-reviewed presentations and conferences, symposia  
889 and colloquia. Research poster sessions are included within this category.
- 890
- 891 • Musicology/Ethnomusicology faculty who serve the School of Music in other capacities (e.g.  
892 conducting and/or performing) may have those activities included within this category if they  
893 are related to the candidate's overall academic/research profile. These activities will be viewed  
894 as supplemental to the items listed above.

895

896 ***Good***

- 897 • The candidate has statewide recognition in the field through publications, presentations, and  
898 service to the profession.
- 899
- 900 • The candidate has a publication record in peer-reviewed journals. These must include reports or  
901 original research beyond the dissertation. The reputation of scholarly journals is changeable and  
902 should be assessed for the period of review. Book chapters, encyclopedia entries, and research-  
903 based pedagogical materials are included within this category. The collective publication record  
904 should demonstrate an identifiable research focus and theoretical and/or methodological  
905 cohesiveness with some indication of anticipated continued publication success.
- 906
- 907 • The candidate has a record of peer-reviewed presentations at state conferences, symposia, and  
908 colloquia. Research poster sessions are included within this category.
- 909
- 910 • Musicology/Ethnomusicology faculty who serve the School of Music in other capacities (e.g.

911 conducting and/or performing) may have those activities included within this category if they  
912 are related to the candidate's overall academic/research profile. These activities will be viewed  
913 as supplemental to the items listed above.  
914

915 ***Very Good:***

- 916 • The candidate is establishing regional recognition in the field through publications,  
917 presentations, and service to the profession.  
918
- 919 • The candidate has a publication record in leading peer-reviewed journals. These must include  
920 reports or original research beyond the dissertation. The reputation of scholarly journals is  
921 changeable and should be assessed for the period of review. Book chapters, encyclopedia  
922 entries, and research-based pedagogical materials are included within this category. The  
923 collective publication record should demonstrate an identifiable research focus, theoretical  
924 and/or methodological cohesiveness, and a clear indication of anticipated continued publication  
925 success.  
926
- 927 • The candidate has a record of peer-reviewed presentations at regional conferences, symposia,  
928 and colloquia. Research poster sessions are included within this category.
- 929 • Musicology/Ethnomusicology faculty who serve the School of Music in other capacities (e.g.  
930 conducting and/or performing) may have those activities included within this category if they  
931 are related to the candidate's overall academic/research profile. These activities will be viewed  
932 as supplemental to the items listed above.  
933

934 ***Excellent:***

- 935 • The candidate is establishing excellence in the field through publications, presentations, and  
936 service to the profession.  
937
- 938 • The candidate has a strong publication record in leading peer-reviewed journals. These must  
939 include reports or original research beyond the dissertation. The reputation of scholarly journals  
940 is changeable and should be assessed for the period of review. Book chapters, encyclopedia  
941 entries, and research-based pedagogical materials are included in this category. The collective  
942 publication record should demonstrate an identifiable research focus, theoretical and/or  
943 methodological cohesiveness, and a strong trajectory for continued publication success.  
944
- 945 • The candidate has a strong record of peer-reviewed presentations at important conferences,  
946 symposia and colloquia. Research poster sessions are included within this category.  
947
- 948 • Musicology/Ethnomusicology faculty who serve the School of Music in other capacities (e.g.  
949 conducting and/or performing) may have those activities included within this category if they  
950 are related to the candidate's overall academic/research profile. These activities will be viewed  
951 as supplemental to the items listed above.  
952

953 ***Outstanding:***

- 954 • The faculty member has achieved eminence in his or her field, as evidenced by national and  
955 international awards, strong reviews in major publication outlets, invited performances/lectures  
956 at prestigious venues and so on.



#### 4. Composition

The primary activity for composers is the creation and performance of new musical compositions. Evaluators must take into consideration the quality as well as the quantity of compositions written during the evaluation period. The specific number of pieces is not as important as the overall scope of works completed, the level of performers and/or ensembles performing works and the venues where performances of new works were given. Candidates who work primarily in the electro-acoustic/computer music genres may generate fewer numbers of pieces due to the technical nature of the works. For composers engaged primarily in computer music or electro-acoustic music creation, important articles in top-tier or second-tier journals and/or national/international peer-reviewed presentations at conferences, symposia and colloquia would be appropriate. Candidates will not be expected to have a significant number of print publications of music as these are extremely rare in the field. Of more significance is the publication of recorded works on an established label with international, national, and electronic distribution.

##### **Poor:**

- The candidate has created very little original music.
- Works have only been performed at the local level and the candidate has had no compositions performed at conferences, festivals or symposia.
- Candidate has no record of invitations to serve on adjudication panels nor has given any master classes or lectures.

##### **Fair:**

- The candidate has created a modest amount of original music.
- In addition to performances at the local level, the candidate has had compositions performed at least one state festival or symposium.
- Candidate has been invited to serve on at least one state adjudication panel and has been given at least one master class in conjunction with the performance of a composition at the state level.

##### **Good:**

- Compositions have been performed by professional performers and ensembles at state and local levels.
- At least one of the compositions created during the evaluation period was commissioned by professional performers and/or performers.
- Performances include premieres of new works as well as at least one performance of an older work.
- Candidate has had compositions performed at state festivals or symposia.
- Candidate has at least one work included on a compilation recording distributed commercially

1003 in hard copy or via digital.

1004

- 1005 • Candidate has a record of invitations to serve on state adjudication panels and has given at least
- 1006 one master class and lecture in conjunction with the performance of a composition at the state
- 1007 level.

1008

1009 ***Very Good:***

- 1010 • The candidate has received some commissions.

1011

- 1012 • The candidate demonstrates success in having music performed by area musicians of
- 1013 professional caliber.

1014

- 1015 • Performances occur off-campus in the regional area.

1016

- 1017 • There is demonstrated success in juried events with visibility as a professional composer in the
- 1018 region.

1019

- 1020 • Performances include multiple premieres as well as at least one performance of an older work.

1021

- 1022 • Candidate has had compositions performed at state and regional conferences, festivals or
- 1023 symposia with at least one national performance.

1024

- 1025 • The candidate has received at least one positive review of compositions either in print or digital
- 1026 media.

1027

- 1028 • Candidate has at least one recorded album of compositions or included selected work(s) on a
- 1029 compilation recording distributed commercially in hard copy or via digital downloads.

1030

- 1031 • Candidate has a record of invitations to serve on regional adjudication panels and has presented
- 1032 master classes and lectures at the regional level.

1033

1034 ***Excellent:***

- 1035 • The candidate has significant commissions for new works.

1036

- 1037 • There is evidence of publication (in print or recordings), either by independent means or by
- 1038 established publishers, with documentation of distribution and evidence of success in obtaining
- 1039 independent funding for creative work.

1040

- 1041 • The candidate is a prize winner in regional and national competitions.

1042

- 1043 • Compositions receive performances by professional performers and ensembles at regional and
- 1044 national conferences, symposia and festivals, and on professional concert series at the regional
- 1045 and national levels.

1046

- 1047 • The candidate shows significant breadth of output, ranging from small chamber works to major

1048 compositions in various forms including research initiatives within the area of electro-acoustic  
1049 and computer generated composition.

1050

1051 • There is evidence of visibility on a national level (emerging national reputation) in  
1052 performance, professional service, broadcast, and recording distribution.

1053

1054 • Many of the compositions created during the evaluation period were commissioned via peer-  
1055 reviewed competition and by professional performers.

1056

1057 • Performances include premieres of new works as well as performances of older works.

1058

1059 • Candidate has had compositions performed at national and regional conferences, festivals or  
1060 symposia.

1061

1062 • Candidate has at least one recorded album of compositions or has had a similar number of  
1063 works included on compilation recordings or the recordings of significant performers  
1064 distributed commercially in hard copy or via digital downloads. Recordings show evidence of a  
1065 review process and are not self-published.

1066

1067 • Candidate has a record of invitations to serve on adjudication panels and may have presented  
1068 master classes and lectures at the national and international levels.

1069

1070 ***Outstanding:***

1071 • The candidate significantly exceeds the criteria for ratings of “Excellent.” The nature and scope  
1072 of the candidate’s scholarly activity extends beyond national recognition toward international  
1073 acknowledgment as an expert in the field.

1074

1075 • The candidate is a prize winner in national or international competitions.

1076

1077 • The candidate has compositions published in print by established publishers of contemporary  
1078 music or compositions published on recordings that are distributed commercially. Recordings  
1079 show evidence of a review process and are not self-published.

1080

1081 • Compositions created during the evaluation period are commissions from professional  
1082 institutions, professional ensembles or significant performers, or through peer-reviewed  
1083 competitions.

1084

1085 • The candidate has been *composer-in-residence* at research institutions, universities,  
1086 conservatories, or performing organizations such as symphony orchestras.

1087

1088 • There is evidence of national and international broadcast and concert performances, published  
1089 reviews, and interviews.

1090

1091 • Compositions have been performed at national and international conferences, symposia,  
1092 festivals, and professional concert series at the international and national levels.

1093

- 1094 • Performance of compositions include premieres of new works as well as repeat performances of  
1095 older works.
- 1096
- 1097 • The candidate has received multiple reviews of compositions either in print or digital media.  
1098
- 1099 • The candidate has served on established adjudication panels.  
1100
- 1101 • The candidate has presented master classes and lectures in national and international venues.  
1102

### 1103 **5. Applied Performance**

1104

1105 Primary creative ability for faculty in applied performance areas is performing. This can include  
1106 performances as soloists, member of a chamber or large ensemble and a contributor to recordings.  
1107 Significant evidence of artistic merit may be either a single work of considerable importance or a  
1108 program of worthwhile research or creative activity. Candidates going through pre-tenure review  
1109 should be establishing a record of sustained activity in regional venues and an emerging national  
1110 reputation. The faculty member is encouraged to thoroughly document the significance of the  
1111 forum to assist the committee in making an accurate assessment of the contribution. The  
1112 significance of scholarly and create work in this area will be determined by taking into  
1113 consideration the prestige, visibility, critical reviews, and forum (local, regional, national,  
1114 international) of the performance, publication, recording or presentation.

#### 1115 **Poor:**

- 1116
- 1117 • The candidate has limited or no recognition in the field through performances, recordings,  
1118 publications, presentations and/or service to the profession.
- 1119
- 1120 • The candidate lacks a record of public performances.  
1121
- 1122 • The candidate lacks a record of participation as a clinician. Included in this context are  
1123 workshops, seminars, conferences, master classes, and other professional meetings or events.  
1124
- 1125 • The candidate cannot be considered to have added significant scholarly work to the field.  
1126

#### 1127 **Fair:**

- 1128 • The candidate has a modest record of performance at the local level.  
1129
- 1130 • The candidate has a modest record of participation as a clinician at the local level. Included in  
1131 this context are workshops, seminars, conferences, master classes, and other professional  
1132 meetings or events.  
1133
- 1134 • The candidate has a modest record of adjudication at the local level.  
1135

#### 1136 **Good:**

- 1137 • The candidate is establishing statewide recognition in the field through performances,  
1138 recordings, publications, presentations and/or service to the profession.
- 1139 • The candidate has a record of public performances at the local level and some involvement at

1140 the state level. These can involve solo and chamber recitals at universities and other concert  
1141 spaces, as well as performances with symphonic ensembles and opera companies.

1142  
1143 • The candidate has a record of participation as a clinician at the local level and a growing record  
1144 at the state level. Included in this context are workshops, seminars, conferences, master classes,  
1145 and other professional meetings or events.

1146  
1147 • The candidate has been increasingly recognized through invitations to serve as a judge for  
1148 choral, instrumental, operatic, or solo festivals, competitions, and arts councils at the local and  
1149 state levels.

1150  
1151 • The candidate can be considered to have added scholarly work to the field through publicly  
1152 available sources such as recordings on a distributed label.

1153  
1154 • The candidate has been engaged in project-based artistic direction, including related work on a  
1155 significant production, festival, or concert series at the local level.

1156  
1157 ***Very Good:***

1158 • The candidate is establishing regional recognition in the field through performances, recordings,  
1159 publications, presentations and/or service to the profession.

1160  
1161 • The candidate has a consistent record of public performances at the state level, some at the  
1162 regional level, and at least some presence at the national level. These can involve solo and  
1163 chamber music recitals at universities and other concert spaces, as well as performances with  
1164 symphonic ensembles and opera companies.

1165  
1166 • The candidate has a consistent record of participation as a clinician at the state level and a  
1167 growing record at the regional level. Included in this context are workshops, seminars,  
1168 conferences, master classes, and other professional meetings or events.

1169  
1170 • The candidate has been increasingly recognized through invitations to serve as a judge for  
1171 choral, instrumental, operatic, or solo competitions, and arts councils at the state level.

1172  
1173 • The candidate can be considered to have added significant scholarly work to the field through  
1174 publicly available sources such as recordings on a distributed label.

1175  
1176 • The candidate has been engaged in project-based artistic direction, including related work on a  
1177 significant production, festival, or concert series within the state.

1178  
1179 ***Excellent:***

1180 • The candidate is establishing excellence in the field through performances, recordings,  
1181 publications, presentations and/or service to the profession.

1182  
1183 • The candidate has a record of public performances at important venues commensurate with an  
1184 emerging national profile. These can involve solo and chamber music recitals at regional  
1185 universities and other concert venues, as well as performances with symphonic ensembles, in

1186 established jazz venues, or with opera companies.

1187

1188 • The candidate has a record of participation as a clinician for regional and national organizations.  
1189 Included in this context are workshops, seminars, conferences, master classes, and other  
1190 professional meetings or events.

1191

1192 • The candidate has been increasingly recognized through invitations to serve as a judge for  
1193 choral, instrumental, operatic, or solo competitions, and arts councils at the regional level and  
1194 beyond.

1195

1196 • The candidate can be considered to have added significant scholarly work to the field through  
1197 articles, presentations, or recordings distributed commercially in hard copy or via digital  
1198 downloads. Recordings show evidence of a review process and are not self-published.

1199

1200 • The candidate, according to job description, has been engaged in project-based artistic direction,  
1201 including related work on a significant production, festival, or concert series.

1202

### 1203 ***Outstanding***

1204 • The faculty member has achieved eminence in his or her field, as evidenced by national and  
1205 international awards, strong reviews in major publication outlets, invited performances/lectures  
1206 at prestigious venues and so on.

1207

## 1208 **6. Conductors/Ensemble Directors**

1209

1210 For faculty who serve as conductors and ensemble directors, it might be said that their creative  
1211 work is on constant display during university performances. While true, those performances are  
1212 considered under the criteria for “teaching” since they involve students who enroll for academic  
1213 credit and for which the conductor receives course load credit. Included in the phrase “conductors”  
1214 are those faculty who lead choral and instrumental ensembles of all types, including jazz and world  
1215 music ensembles. Included in the phrase “ensemble directors” are those faculty who provide the  
1216 artistic/stage direction of staged works such as operas, even if the artistic/stage director does not  
1217 physically conduct the performance. Performances that fall within the criteria for professional  
1218 development include, but are not limited to:

1219

1220 a. Performances by Georgia State student ensembles, including staged works that occur  
1221 beyond the course requirements stated in the syllabus. These might include performances at  
1222 festivals, juried performances for conferences, or performances at professional venues as  
1223 part of a professional concert series.

1224

1225 b. Performances of non-GSU student ensembles (K-12 schools, all-state ensembles, other  
1226 universities, etc.), including staged works, where the candidate is invited because of  
1227 established expertise.

1228

1229 c. Performances of collegiate and professional ensembles, including staged works, with which  
1230 the candidate is associated or where the candidate is invited because of established  
1231 expertise.

1232 d. Performances that do not fall into the above categories, but for which the candidate can  
1233 offer documentation of contribution as professional development.  
1234

1235 Candidates going through pre-tenure review should be amassing a continuing record of activity in  
1236 regional venues with some activity in national venues. The faculty member is encouraged to  
1237 thoroughly document the significance of the forum to assist the committee in making an accurate  
1238 assessment of the contribution. The significance of scholarly and create work in this area will be  
1239 determined by taking into consideration the prestige, visibility, critical reviews, and forum (local,  
1240 regional, national, international) of the performance, publication, recording or presentation.  
1241

1242 **Poor:**

- 1243 • The candidate has limited or no recognition in the field through performances, recordings,  
1244 publications, presentations and/or service to the profession.  
1245
- 1246 • The candidate lacks a record of public performances.  
1247
- 1248 • The candidate lacks a record of participation as a clinician. Included in this context are  
1249 workshops, seminars, conferences, master classes, and other professional meetings or events.  
1250
- 1251 • The candidate cannot be considered to have added significant scholarly work to the field.  
1252

1253 **Fair:**

- 1254 • The candidate has modest recognition in the field through performances, recordings,  
1255 publications, presentations and/or service to the profession.  
1256
- 1257 • The candidate has a modest record of public performances at local level.  
1258
- 1259 • The candidate has a modest record of participation as a clinician at local level. Included in this  
1260 context are workshops, seminars, conferences, master classes, and other professional meetings  
1261 or events.  
1262
- 1263 • The candidate has a modest record of adjudication at the local level.  
1264

1265 **Good:**

- 1266 • The candidate is establishing statewide recognition in the field through performances,  
1267 recordings, publications, presentations and/or service to the profession.  
1268
- 1269 • The candidate has a record of public performances at the state level. These can involve guest  
1270 conducting or invited artistic direction of staged works at in-state universities and other concert  
1271 spaces, as well as performances with symphonic ensembles and opera companies.  
1272
- 1273 • The candidate has a record of participation as a clinician at the state level. Included in this  
1274 context are workshops, seminars, conferences, master classes, and other professional meetings  
1275 or events.
- 1276 • The candidate has been increasingly recognized through invitations to serve as a judge for  
1277 choral, instrumental, operatic, or solo festivals, competitions, and arts councils at the state level.

1278 ***Very Good:***

1279 • The candidate is establishing regional recognition in the field through performances, recordings,  
1280 publications, presentations and/or service to the profession.

1281

1282 • The candidate has a consistent record of public performances at the state level and some at the  
1283 regional level. These can involve guest conducting or invited artistic direction of staged works  
1284 at in-state universities and other concert spaces, as well as performance with symphonic  
1285 ensembles and opera companies.

1286

1287 • The candidate has a consistent record of participation as a clinician at the state level and a  
1288 growing record at the regional level. Included in this context are workshops, seminars,  
1289 conferences, master classes, and other professional meetings or events.

1290

1291 • The candidate has been increasingly recognized through honors and awards by panels of experts  
1292 in the area of focus. This would include invitations for the candidate's ensembles to perform for  
1293 a juried conference, or through the awarding of prizes at competitions and festivals.

1294

1295 • The candidate has been increasingly recognized through invitations to serve as a judge for a  
1296 choral, instrumental, operatic, or solo festivals, competitions, and arts councils at the state level.

1297

1298 • Because of the potential for enhancing university prestige and the rigorous selection process,  
1299 being selected to lead in-state regional or district auditioned honor ensembles would be included  
1300 at this level.

1301

1302 ***Excellent:***

1303 • The candidate is establishing excellence in the field through performances, recordings,  
1304 publications, presentations and/or service to the profession.

1305

1306 • The candidate has a strong and consistent record of public performances at important venues.  
1307 These can involve guest conducting or invited artistic direction of staged works at regional  
1308 universities and other concert spaces outside the state, as well as performances with symphonic  
1309 ensembles and opera companies.

1310

1311 • The candidate has a strong and consistent record of participation as a clinician for regional and  
1312 national organizations. Included in this context are workshops, seminars, conferences, master  
1313 classes, and other professional meetings or events.

1314

1315 • The candidate has been increasingly recognized through honors and awards by panels of experts  
1316 in the area of focus. This would include invitations for the candidate's ensembles to perform for  
1317 a juried conference, or through the awarding of prizes at competitions and festivals.

1318

1319 • The candidate has been increasingly recognized through invitations to serve as a judge for  
1320 choral, instrumental, operatic, or solo competitions, and arts councils at the regional level and  
1321 beyond.

1322

1323 • The candidate can be considered to have added significant scholarly work to the field through



1324 publicly available sources such as recordings on a distributed label, the editing or composition  
1325 of ensemble repertoire, or related publications.

1326  
1327 • The candidate has been engaged in project-based artistic direction, including related work on a  
1328 significant production, festival, or concert series beyond the state level.

1329  
1330 • Because of the potential for enhancing university prestige and the rigorous selection process,  
1331 being selected to lead all-state and regional/divisional multi-state auditioned honor ensembles  
1332 would be included at this level.

1333  
1334 ***Outstanding:***

1335 • The faculty member has achieved eminence in his or her field, as evidenced by national and  
1336 international awards, strong reviews in major publication outlets, invited performances/lectures  
1337 at prestigious venues and so on.

## 1338 **B. Teaching**

### 1339 1340 **1. Music Education, Music Theory, Musicology/Ethnomusicology, and Composition**

1341  
1342 *Note:* It is acknowledged that faculty whose primary responsibility involves composition will  
1343 combine elements that are both “academic” and “applied” in nature.

1344  
1345 Academic instruction is of vital importance to the School of Music and its mission. Faculty are to  
1346 follow University guidelines and standards for the preparation of syllabi. School of Music faculty  
1347 going through pre-tenure review are expected to demonstrate the following attributes in the  
1348 category of teaching:

- 1349
- 1350 • Mastery of the subject matter;
  - 1351
  - 1352 • Mastery of instructional organization;
  - 1353
  - 1354 • Ability to create syllabi with clear objectives, calendars, and criteria for assessment of  
1355 student effort;
  - 1356
  - 1357 • Ability to meet classes consistently; balance teaching style with subject matter; and remain  
1358 current in the field;
  - 1359
  - 1360 • Ability to appropriately create and gather supplementary teaching materials (such as course  
1361 packs, study guides, handouts, web materials, guest speakers, etc.).
  - 1362

1363 ***Poor:***

1364 • The candidate demonstrates little evidence of teaching competence and an unacceptable record  
1365 of teaching.

1366

1367 **Fair:**  
1368 • The candidate demonstrates minimal teaching competence according to the standards outlined  
1369 in the above categories.

1370  
1371 **Good:**  
1372 • The candidate fulfills a majority of teaching responsibilities in an adequate manner. Supporting  
1373 materials do not show evidence of diligent preparation and valid course content.

1374  
1375 **Very Good:**  
1376 • The candidate fulfills teaching responsibilities in an adequate manner. Supporting material  
1377 show evidence of diligent preparation and valid course content. Students are active in academic  
1378 activities in the School and the local community, and are accepted to graduate programs.

1379  
1380 **Excellent:**  
1381 • The candidate performs teaching responsibilities consistently well; supporting material includes  
1382 evidence of diligent preparation and a conscientious mentoring of students, as well as a  
1383 commitment to enthusiastic, creative, and innovative pedagogy. Students are accepted into  
1384 nationally recognized graduate programs. The candidate may receive invitations to lectures that  
1385 are based upon his or her reputation as a teacher/performer, and may also be involved in leading  
1386 workshops and providing documented consultations to colleagues.

1387  
1388 **Outstanding:**  
1389 • A candidate is evaluated as “Outstanding” if the committee determines that the quality of  
1390 his/her accomplishments exceeds the criteria for “Excellent.”

1391  
1392 **2. Applied Performance**

1393  
1394 Three factors are considered in assessing applied instructors:

- 1395  
1396 1. The success of graduates from the candidate’s studio as judged by the quality of their  
1397 performances, acceptance for graduate study, or establishment of professional careers;  
1398  
1399 2. The number of students attracted and retained in the candidate’s studio;  
1400  
1401 3. The candidate’s knowledge of literature and styles, as evidenced by performances and/or  
1402 those by his/her students.

1403  
1404 **Poor:**  
1405 • The candidate demonstrates little evidence of teaching competence as judged by pedagogy and  
1406 student performances.

1407  
1408 **Fair:**  
1409 • The candidate demonstrates minimal teaching competence. There is limited evidence of student  
1410 progress, musicianship, or technical facility.

1411 **Good:**

- 1412 • The candidate demonstrates acceptable teaching competence. The candidate attracts new  
1413 students infrequently. Studio enrollment consistently remains below expected level. Students  
1414 compose or perform a limited range of repertoire adequately. A candidate's reputation as a  
1415 master teacher/workshop clinician is recognized on a local level.

1416

1417 **Very Good:**

- 1418 • The candidate demonstrates above average ability to communicate and work effectively with  
1419 students and provides them with current concepts and practices consistent with mastery of the  
1420 field. The candidate attracts new students with average levels of talent and musical proficiency;  
1421 studio enrollment is consistent with expected workload. Graduates attend graduate programs or  
1422 begin professional careers. Student progress is evident. Students participate in school,  
1423 community, and state composition and performance activities. The range of repertoire provided  
1424 to students is adequate and is performed satisfactorily with an understanding of its style. A  
1425 candidate's reputation as a master teacher/workshop clinician is recognized on a state level.

1426

1427 **Excellent:**

- 1428 • The candidate effectively demonstrates an ability to communicate and work with students and  
1429 provides them with current concepts and practices consistent with mastery in the field. The  
1430 candidate consistently attracts new students with high levels of talent and musical proficiency to  
1431 his/her studio. Student enrollment is consistent with workload expectation. Select graduates are  
1432 accepted to major graduate programs and/or have professional careers as composers, performers  
1433 or teachers. Students participate in performance activities or have their compositions performed  
1434 regionally or statewide. Students perform a broad range of repertoire with satisfactory technique  
1435 and musicianship, and an understanding of the style. A candidate's reputation as a master  
1436 teacher/workshop clinician is recognized on a regional and emerging national level.

1437

1438 **Outstanding:**

- 1439 • A candidate is evaluated as "Outstanding" if the committee determines that the quality of  
1440 his/her accomplishments exceeds the criteria for "Excellent."

1441

### 1442 **3. Conductors/Ensemble Directors**

1443

1444 Three factors are considered in assessing conductors/ensemble directors:

1445

- 1446 1. The artistic success of their performance as defined by comparison with norms in the field,  
1447 the appropriateness of repertoire selection, and reviews by knowledgeable authorities in the  
1448 genre.
- 1449 2. The observations of teaching and rehearsing by faculty peer evaluators;
- 1450 3. The incorporation of rehearsal techniques that results in students' cognition of the style of  
1451 the repertoire under study.
- 1452
- 1453

1454 **Poor:**

- 1455 • The candidate demonstrates little evidence of competent rehearsal and/or conducting  
1456 techniques. The ensemble has shown little to no progress.

1457

1458 **Fair:**

- 1459 • The candidate demonstrates minimal competence as a conductor and as recruiter of students.  
1460 The repertoire selected is limited and does not fulfill the objectives of the ensemble. There is  
1461 little evidence that individual students have progressed musically, or that the ensemble as a  
1462 whole has shown any more than limited progress.

1463 **Good:**

- 1464 • The candidate demonstrates acceptable competence as a conductor/director and attracts and  
1465 retains an adequate number of students to the ensemble for effective performance of quality  
1466 literature. The candidate demonstrates some elements of comprehensive musicianship as part of  
1467 each rehearsal. The repertoire selected for performance is of an average caliber. The candidate's  
1468 reputation as a teacher/conductor/director/workshop leader is recognized on the local and  
1469 emerging state level.

1470

1471 **Very Good:**

- 1472 • The candidate demonstrates an above average ability to achieve successful performances and  
1473 provides students with current concepts and practices consistent with mastery in the field.  
1474 Quality students are attracted and retained, and are consistently strong performers. The  
1475 candidate's rehearsals are consistently effective and employ aspects of a comprehensive-  
1476 musicianship approach to study of the literature performed. The repertoire selected for  
1477 performance is of a high caliber and appropriate to the ensemble, resulting in creative concert  
1478 programs and performances. The candidate's reputation as a teacher/conductor/workshop leader  
1479 is recognized on a state level.

1480

1481 **Excellent:**

- 1482 • The candidate is establishing a reputation as a master teacher or a master workshop leader. The  
1483 candidate has a strong ability to achieve successful performances and provides students with  
1484 current concepts and practices consistent with mastery in the field. Quality students are attracted  
1485 to and retained in the ensemble. The ensemble's coherence and musical comprehension are at a  
1486 high level, making aesthetic performances consistently possible. Repertoire is of the highest  
1487 musical level, drawn from a broad spectrum of styles that result in creative programming and  
1488 high levels of aesthetic interest. The candidate's reputation as a master teacher/conductor/  
1489 director workshop leader is recognized on a regional and emerging national level.

1490

1491 **Outstanding:**

- 1492 • A candidate is evaluated as "Outstanding" if the committee determines that the quality of  
1493 his/her accomplishments exceeds the criteria for "Excellent."

1494 **C. Service**

1495

1496 **Poor:**

- 1497 • The candidate demonstrates very little or no effective service.

1498

1499 **Fair:**

- 1500 • The candidate has given minimal service on School committees, review boards, programs,  
1501 etc. The candidate is a member of professional organizations in the field and has attended  
1502 meetings at the state/regional level.

1503 **Good:**

- 1504 • The candidate has shown consistent and responsible activity on committees, review boards,  
1505 programs, etc., in accord with expectations of his/her rank. The candidate has thoroughly  
1506 executed assigned duties and has given significant assistance to colleagues. The candidate  
1507 actively promotes and attends School events related to his/her field of specialization.

1508

1509 **Very Good:**

- 1510 • The candidate demonstrates service in the programmatic and administrative areas of the  
1511 University, College, and School.

1512

1513 The candidate is a responsible and effective committee member and has shown consistent  
1514 work in student recruitment and program development. The candidate has applied for grants  
1515 for non-research or non-academic support (e.g., QIF). There is evidence of service activities  
1516 as an officer or committee member for professional organizations in the candidate's field of  
1517 specialization. The candidate has rendered substantial service to colleagues. The candidate  
1518 actively promotes and attends School events related to his/her field of specialization.

1519

1520 **Excellent:**

- 1521 • The candidate demonstrates ongoing willingness and initiative in serving the programmatic  
1522 and administrative areas of the University, College, and School. The candidate has  
1523 demonstrated effective and responsible service activity throughout the University, College,  
1524 and School on committees, review boards, program implementation, projects, policy  
1525 development, and the like. This includes significant efforts toward student recruitment,  
1526 student advisement, and school development. There is evidence of important service  
1527 activities as an officer or committee member at the regional/national level for professional  
1528 organizations in the candidate's field of specialization. The candidate actively promotes and  
1529 attends many School events related to his/her field of specialization.

1530

1531 **Outstanding:**

- 1532 • The candidate demonstrates ongoing willingness to serve in the programmatic and  
1533 administrative areas of the University, College, and School. The candidate has shown  
1534 consistent and highly effective activity, including: leadership throughout the University,  
1535 College, and School; service on committees and review boards; and program  
1536 implementation, projects, policy development, etc. Included here may be service as an area

1537 coordinator which includes program development and successful student recruitment  
1538 activities. This also includes major administrative responsibility for policy development,  
1539 program implementation, and the creation of new programs. The candidate has evidence of  
1540 important service activities as an officer at the national/international level for professional  
1541 organizations in his/her field of specialization. The candidate actively promotes and attends  
1542 a majority of School events related to his/her field of specialization. A candidate is judged  
1543 outstanding if the committee determines that the quality of activities exceeds the criteria for  
1544 excellent.

1545 **APPENDIX II**

1546 **Ratings Guidelines for Post-Tenure Review**

1547

1548 **A. Professional Development**

1549

1550 **1. Music Education**

1551

1552 In Music Education, publications are analogous to those in the social sciences. Articles can be  
1553 broadly theoretical/philosophical or reports of discrete experiments and qualitative research  
1554 projects. Also included are practitioner-oriented articles, books, and media that make original,  
1555 significant, and research-based contributions to the knowledge base about pedagogy and  
1556 instruction. Candidates should be expected to have numerous publications in peer-reviewed  
1557 journals.

1558

1559 *Note:* In music education and education journals, co-authored articles normally list the primary  
1560 author as the first author. However, this is not always the case. For the purpose of evaluation, it is  
1561 assumed that the first-listed author is the primary author unless the candidate justifies a different  
1562 order (such as alphabetical).

1563

1564 ***Poor:***

1565 • The candidate has limited recognition in the field as evidenced by publications, presentations,  
1566 and service to the profession.

1567

1568 • The candidate has a limited publication record in peer-reviewed journals.

1569

1570 • The candidate has a limited record of peer-reviewed presentations.

1571

1572 • The candidate has a limited record of recognition by public and private school teachers as  
1573 demonstrated by workshop invitations, guest conducting or performing invitations (when  
1574 appropriate).

1575

1576 ***Fair:***

1577 • The candidate has established statewide recognition in the field through publications,  
1578 presentations, and service to the profession.

1579

1580 • The candidate has published articles in statewide peer-reviewed journals.

1581

1582 • The candidate has a limited record of peer-reviewed presentations at state and conferences,  
1583 symposia and colloquia; there is limited activity beyond the state level. Research poster sessions  
1584 are included within this category, but the candidate must have presented sessions in addition to  
1585 poster sessions.

1586

1587 • The candidate has a record of recognition by public and private school teachers as demonstrated  
1588 by workshop invitations, guest conducting or performing invitations (when appropriate) and  
1589 peer-reviewed presentations at state-level conferences.

- 1590 • Music Education faculty who serve the School of Music in other capacities (e.g. conducting  
1591 and/or performing) may have those activities included within this category if they are related to  
1592 the candidate's overall academic/research profile. These activities will be viewed as  
1593 supplemental to the items listed above.

1594

1595 ***Good:***

- 1596 • The candidate has established statewide recognition in the field through publications,  
1597 presentations, and service to the profession, with at least some activity on the regional level.

1598

- 1599 • The candidate has published several articles (three or fewer) in state or national peer-  
1600 reviewed journals. These must include reports or original research beyond the dissertation or  
1601 research-based practitioner articles. The reputation of scholarly journals is changeable and  
1602 should be assessed for the period of review. Research-based book chapters, encyclopedia  
1603 entries, and pedagogical materials are included within this category. Non-research based  
1604 publications are included here if they are supported by and illustrative of the candidate's  
1605 academic/research profile.

1606

- 1607 • The candidate has a record of peer-reviewed presentations at state conferences, symposia and  
1608 colloquia; there is limited activity beyond the state level. Research poster sessions are included  
1609 within this category, but the candidate must have presented sessions in addition to poster  
1610 sessions.

- 1611 • The candidate has a record of recognition by public and private school teachers as demonstrated  
1612 by workshop invitations, guest conducting or performing invitations (when appropriate) and  
1613 peer-reviewed presentations at state-level conferences.

1614

- 1615 • Music Education faculty who serve the School of Music in other capacities (e.g. conducting  
1616 and/or performing) may have those activities included within this category if they are related to  
1617 the candidate's overall academic/research profile. These activities will be viewed as  
1618 supplemental to the above listed above.

1619

1620 ***Very Good:***

- 1621 • The candidate has established regional recognition in the field through publications,  
1622 presentations, and service to the profession.

1623

- 1624 • The candidate has published several articles in leading peer-reviewed journals. These must  
1625 include reports or original research beyond the dissertation and must include research-based  
1626 practitioner articles. The reputation of scholarly journals is changeable and should be assessed  
1627 for the period of review. Research-based book chapters, encyclopedia entries, and pedagogical  
1628 materials are included within this category. Non-research based publications are included here if  
1629 they are supported by and illustrative of the candidate's academic/research profile.

1630

- 1631 • The candidate has a record of peer-reviewed presentations at state and regional conferences,  
1632 symposia, and colloquia. Research poster sessions are included within this category, but the  
1633 candidate must have presented sessions in addition to poster sessions.

1634

- 1635 • The candidate has a record of recognition by public and private school teachers as demonstrated



1636 by workshop invitations, guest conducting or performing invitations (when appropriate) and  
1637 peer-reviewed presentations at state-level conferences.

- 1638
- 1639 • Music Education faculty who serve the School of Music in other capacities (e.g. conducting  
1640 and/or performing) may have those activities included within this category if they are related to  
1641 the candidate’s overall academic/research profile. These activities will be viewed as  
1642 supplemental to the items listed above.

1643

1644 ***Excellent at the Rank of Professor:***

- 1645 • The candidate significantly exceeds the criteria for rating of “Excellent” at the Rank of  
1646 Associate Professor. The nature and scope of the candidate’s scholarly activity extends  
1647 beyond national recognition toward international acknowledgement as an expert in the field.

1648

1649 ***Excellent at the Rank of Associate Professor:***

- 1650 • The candidate has established excellence in the field through publications, presentations, and  
1651 service to the profession.
- 1652
- 1653 • The candidate has a strong publication record in leading peer-reviewed journals. These must  
1654 include reports or original research beyond the dissertation and must include research-based  
1655 practitioner articles. The reputation of scholarly journals is changeable and should be assessed  
1656 for the period of review. Research-based book chapters, encyclopedia entries, and pedagogical  
1657 materials are included within this category. Non-research based publications are included here if  
1658 they are supported by and illustrative of the candidate’s academic/research profile. The  
1659 collective publication record should demonstrate an identifiable research focus, theoretical  
1660 and/or methodological cohesiveness, growth in research and writing skills and a strong  
1661 trajectory for continued publication success. Emphasis will be given to the qualitative impact of  
1662 the candidate’s publication, though it is anticipated that candidates will submit manuscripts and  
1663 receive acceptances on an annual basis during the period of review.
- 1664
- 1665 • The candidate has a strong record of peer-reviewed presentations at important conferences,  
1666 symposia, and colloquia. Research poster sessions are included within this category.
- 1667
- 1668 • The candidate has a strong record of recognition by public and private school teachers as  
1669 demonstrated by workshop invitations, guest conducting or performing invitations (when  
1670 appropriate) and peer-reviewed presentations.
- 1671
- 1672 • Music Education faculty who serve the School of Music in other capacities (e.g. conducting  
1673 and/or performing) may have those activities included within this category if they are related to  
1674 the candidate’s overall academic/research profile. These activities will be viewed as  
1675 supplemental to the items listed above.

1676

1677 ***Outstanding:***

- 1678 • The faculty member has achieved eminence in his or her field, as evidenced by national and  
1679 international awards, strong reviews in major publication outlets, invited performances/lectures  
1680 at prestigious venues and so on.

1681

1682        **2. Music Theory**

1683

1684        In Music Theory, publications are analogous to those in the humanities. The standard publication  
1685        vehicle for music theorists is the lengthy journal article. Evaluators should be aware that music  
1686        theory journals are somewhat limited in number and that the publication decision process can be  
1687        lengthy (6-18 months). Candidates should be expected to have several important articles in top-tier  
1688        or second-tier journals, supplemented by national/international peer-reviewed presentations at  
1689        conferences, symposia and colloquia.

1690

1691        ***Poor:***

- 1692        • The candidate has not established a record of publication in peer-reviewed journals.
- 1693
- 1694        • The candidate has not established a record of peer-reviewed presentations and conferences.  
1695        Research poster sessions are included within this category.
- 1696
- 1697        • Music theory faculty who serve the School of Music in other capacities (e.g. conducting and/or  
1698        performing) may have those activities included within this category if they are related to the  
1699        candidate's overall academic/research profile. These activities will be viewed as supplemental  
1700        to the items listed above.

1701

1702        ***Fair:***

- 1703        • The candidate has relatively little evidence of scholarly activity through publications,  
1704        presentations, and service to the profession.
- 1705
- 1706        • The candidate has a limited record of peer-reviewed presentations and conferences. Research  
1707        poster sessions are included within this category.
- 1708
- 1709        • Music theory faculty who serve the School of Music in other capacities (e.g. conducting and/or  
1710        performing) may have those activities included within this category if they are related to the  
1711        candidate's overall academic/research profile. These activities will be viewed as supplemental  
1712        to the items listed above.

1713

1714        ***Good:***

- 1715        • The candidate has statewide recognition in the field through publications, presentations, and  
1716        service to the profession.
- 1717
- 1718        • The candidate has a publication record in peer-reviewed journals. These must include reports or  
1719        original research beyond the dissertation. The reputation of scholarly journals is changeable and  
1720        should be assessed for the period of review. Book chapters, encyclopedia entries, and research-  
1721        based pedagogical materials are included within this category. The collective publication record  
1722        should demonstrate an identifiable research focus and theoretical and/or methodological  
1723        cohesiveness, with some indication of anticipated continued publication success.
- 1724
- 1725        • The candidate has a modest record of peer reviewed presentations at conferences, symposia,  
1726        and colloquia. Research poster sessions are included within this category.

- 1727 • Music theory faculty who serve the School of Music in other capacities (e.g. conducting and/or  
1728 performing) may have those activities included within this category if they are related to the  
1729 candidate’s overall academic/research profile. These activities will be viewed as supplemental  
1730 to the items listed above.

1731

1732 ***Very Good:***

- 1733 • The candidate has established regional recognition in the field through publications,  
1734 presentations, and service to the profession.
- 1735
- 1736 • The candidate has a publication record in leading peer-reviewed journals. These must include  
1737 reports or original research beyond the dissertation. The reputation of scholarly journals is  
1738 changeable and should be assessed for the period of review. Book chapters, encyclopedia  
1739 entries, and research-based pedagogical materials are included within this category. The  
1740 collective publication record should demonstrate an identifiable research focus, theoretical  
1741 and/or methodological cohesiveness, and a clear indication of anticipated continued publication  
1742 success.
- 1743
- 1744 • The candidate has a record of peer-reviewed presentations at conferences, symposia, and  
1745 colloquia. Research poster sessions are included within this category.
- 1746
- 1747 • Music theory faculty who serve the School of Music in other capacities (e.g. conducting and/or  
1748 performing) may have those activities included within this category if they are related to the  
1749 candidate’s overall academic/research profile. These activities will be viewed as supplemental  
1750 to the items listed above.

1751

1752 ***Excellent at the Rank of Professor:***

- 1753 • The candidate significantly exceeds the criteria for rating of “Excellent” at the Rank of  
1754 Associate Professor. The nature and scope of the candidate’s scholarly activity extends  
1755 beyond national recognition toward international acknowledgement as an expert in the field.

1756

1757 ***Excellent at the Rank of Associate Professor:***

- 1758 • The candidate has established excellence in the field through publications, presentations, and  
1759 service to the profession.
- 1760
- 1761 • The candidate has a strong publication record in leading peer-reviewed journals. These must  
1762 include reports or original research beyond the dissertation. The reputation of scholarly journals  
1763 is changeable and should be assessed for the period of review. Book chapters, encyclopedia  
1764 entries and research-based pedagogical materials are included within this category. The  
1765 collective publication record should demonstrate an identifiable research focus, theoretical  
1766 and/or methodological cohesiveness, and a strong trajectory for continued publication success.
- 1767
- 1768 • The candidate has a strong record of peer-reviewed presentations at important conferences,  
1769 symposia and colloquia. Research poster sessions are included within this category.
- 1770
- 1771 • Music theory faculty who serve the School of Music in other capacities (e.g. conducting and/or

1772 performing) may have those activities included within this category if they are related to the  
1773 candidate's overall academic/research profile. These activities will be viewed as supplemental  
1774 to the items listed above.  
1775

1776 ***Outstanding:***

- 1777 • The faculty member has achieved eminence in his or her field, as evidenced by national and  
1778 international awards, strong reviews in major publication outlets, invited performances/lectures  
1779 at prestigious venues and so on.

1780  
1781 **3. Musicology/Ethnomusicology**

1782  
1783 In Musicology/Ethnomusicology, publications are analogous to those in the humanities. The  
1784 publication vehicles tend to be books and extended journal articles. As in the case of music theory  
1785 journals, evaluators should be aware that musicology journals are somewhat limited in number and  
1786 that the publication decision process can be lengthy (6-18 months). Candidates should be expected  
1787 to have significant publications such as a book and several important articles.  
1788

1789 ***Poor:***

- 1790 • The candidate has not established a record of publication in peer-reviewed journals.  
1791
- 1792 • The candidate has not established a record of peer-reviewed presentations and conferences.  
1793 Research poster sessions are included within this category.  
1794
- 1795 • Musicology/Ethnomusicology faculty who serve the School of Music in other capacities (e.g.  
1796 conducting and/or performing) may have those activities included within this category if they  
1797 are related to the candidate's overall academic/research profile. These activities will be viewed  
1798 as supplemental to the items listed above.  
1799

1800 ***Fair:***

- 1801 • The candidate has relatively little evidence of scholarly activity through publications,  
1802 presentations, and service to the profession.  
1803
- 1804 • The candidate has a limited record of peer-reviewed presentations and conferences, symposia  
1805 and colloquia. Research poster sessions are included within this category.  
1806
- 1807 • Musicology/Ethnomusicology faculty who serve the School of Music in other capacities (e.g.  
1808 conducting and/or performing) may have those activities included within this category if they  
1809 are related to the candidate's overall academic/research profile. These activities will be viewed  
1810 as supplemental to the items listed above.  
1811

1812 ***Good***

- 1813 • The candidate has statewide recognition in the field through publications, presentations, and  
1814 service to the profession.  
1815
- 1816 • The candidate has a publication record in peer-reviewed journals. These must include reports or  
1817 original research beyond the dissertation. The reputation of scholarly journals is changeable and

1818 should be assessed for the period of review. Book chapters, encyclopedia entries, and research-  
1819 based pedagogical materials are included within this category. The collective publication record  
1820 should demonstrate an identifiable research focus and theoretical and/or methodological  
1821 cohesiveness with some indication of anticipated continued publication success.

1822

1823 • The candidate has a record of peer-reviewed presentations at state conferences, symposia, and  
1824 colloquia. Research poster sessions are included within this category.

1825

1826 • Musicology/Ethnomusicology faculty who serve the School of Music in other capacities (e.g.  
1827 conducting and/or performing) may have those activities included within this category if they  
1828 are related to the candidate's overall academic/research profile. These activities will be viewed  
1829 as supplemental to the items listed above.

1830

1831 ***Very Good:***

1832 • The candidate has established regional recognition in the field through publications,  
1833 presentations, and service to the profession.

1834

1835 • The candidate has a publication record in leading peer-reviewed journals. These must include  
1836 reports or original research beyond the dissertation. The reputation of scholarly journals is  
1837 changeable and should be assessed for the period of review. Book chapters, encyclopedia  
1838 entries, and research-based pedagogical materials are included within this category. The  
1839 collective publication record should demonstrate an identifiable research focus, theoretical  
1840 and/or methodological cohesiveness, and a clear indication of anticipated continued publication  
1841 success.

1842

1843 • The candidate has a record of peer-reviewed presentations at regional conferences, symposia,  
1844 and colloquia. Research poster sessions are included within this category.

1845 • Musicology/Ethnomusicology faculty who serve the School of Music in other capacities (e.g.  
1846 conducting and/or performing) may have those activities included within this category if they  
1847 are related to the candidate's overall academic/research profile. These activities will be viewed  
1848 as supplemental to the items listed above.

1849

1850 ***Excellent at the Rank of Professor:***

1851 • The candidate significantly exceeds the criteria for rating of "Excellent" at the Rank of  
1852 Associate Professor. The nature and scope of the candidate's scholarly activity extends  
1853 beyond national recognition toward international acknowledgement as an expert in the field.

1854

1855 ***Excellent at the Rank of Associate Professor:***

1856 • The candidate has established excellence in the field through publications, presentations, and  
1857 service to the profession.

1858

1859 • The candidate has a strong publication record in leading peer-reviewed journals. These must  
1860 include reports or original research beyond the dissertation. The reputation of scholarly journals  
1861 is changeable and should be assessed for the period of review. Book chapters, encyclopedia  
1862 entries, and research-based pedagogical materials are included in this category. The collective  
1863 publication record should demonstrate an identifiable research focus, theoretical and/or

1864 methodological cohesiveness, and a strong trajectory for continued publication success.

1865

1866 • The candidate has a strong record of peer-reviewed presentations at important conferences,  
1867 symposia and colloquia. Research poster sessions are included within this category.

1868

1869 • Musicology/Ethnomusicology faculty who serve the School of Music in other capacities (e.g.  
1870 conducting and/or performing) may have those activities included within this category if they  
1871 are related to the candidate's overall academic/research profile. These activities will be viewed  
1872 as supplemental to the items listed above.

1873

1874 ***Outstanding:***

1875 • The faculty member has achieved eminence in his or her field, as evidenced by national and  
1876 international awards, strong reviews in major publication outlets, invited performances/lectures  
1877 at prestigious venues and so on.

1878

1879

1880 **4. Composition**

1881

1882 The primary activity for composers is the creation and performance of new musical compositions.  
1883 Evaluators must take into consideration the quality as well as the quantity of compositions written  
1884 during the evaluation period. The specific number of pieces is not as important as the overall scope  
1885 of works completed, the level of performers and/or ensembles performing works and the venues  
1886 where performances of new works were given. Candidates who work primarily in the electro-  
1887 acoustic/computer music genres may generate fewer numbers of pieces due to the technical nature  
1888 of the works. For composers engaged primarily in computer music or electro-acoustic music  
1889 creation, important articles in top-tier or second-tier journals and/or national/international peer-  
1890 reviewed presentations at conferences, symposia and colloquia would be appropriate. Candidates  
1891 will not be expected to have a significant number of print publications of music as these are  
1892 extremely rare in the field. Of more significance is the publication of recorded works on an  
1893 established label with international, national, and electronic distribution.

1894

1895 ***Poor:***

1896 • The candidate has created very little original music.

1897

1898 • Works have only been performed at the local level and the candidate has had no compositions  
1899 performed at conferences, festivals or symposia.

1900

1901 • Candidate has no established record of invitations to serve on adjudication panels nor has given  
1902 any master classes or lectures.

1903

1904 ***Fair:***

1905 • The candidate has created a modest amount of original music.

1906

1907 • In addition to performances at the local level, the candidate has had compositions performed at  
1908 least one state festival or symposium.

- 1909 • Candidate has been invited to serve on at least one state adjudication panel and has been given  
1910 at least one master class in conjunction with the performance of a composition at the state level.  
1911

1912 ***Good:***

- 1913 • Compositions have been performed by professional performers and ensembles at state and local  
1914 levels.  
1915

- 1916 • At least one of the compositions created during the evaluation period was commissioned by  
1917 professional performers and/or performers.  
1918

- 1919 • Performances include premieres of new works as well as at least one performance of an older  
1920 work.  
1921

- 1922 • Candidate has had compositions performed at state festivals or symposia.  
1923

- 1924 • Candidate has at least one work included on a compilation recording distributed commercially  
1925 in hard copy or via digital.  
1926

- 1927 • Candidate has an established record of invitations to serve on state adjudication panels and has  
1928 given at least one master class and lecture in conjunction with the performance of a composition  
1929 at the state level.  
1930

1931 ***Very Good:***

- 1932 • The candidate has received some commissions.  
1933

- 1934 • The candidate demonstrates success in having music performed by area musicians of  
1935 professional caliber.  
1936

- 1937 • Performances occur off-campus in the regional area.  
1938

- 1939 • There is demonstrated success in juried events with visibility as a professional composer in the  
1940 region.  
1941

- 1942 • Performances include multiple premieres as well as at least one performance of an older work.  
1943

- 1944 • Candidate has had compositions performed at state and regional conferences, festivals or  
1945 symposia with at least one national performance.  
1946

- 1947 • The candidate has received at least one positive review of compositions either in print or digital  
1948 media.  
1949

- 1950 • Candidate has at least one recorded album of compositions or included selected work(s) on a  
1951 compilation recording distributed commercially in hard copy or via digital downloads.

- 1952 • Candidate has an established record of invitations to serve on regional adjudication panels and
- 1953 has presented master classes and lectures at the regional level.

1954

1955 ***Excellent at the Rank of Professor:***

- 1956 • The candidate significantly exceeds the criteria for rating of “Excellent” at the Rank of
- 1957 Associate Professor. The nature and scope of the candidate’s scholarly activity extends
- 1958 beyond national recognition toward international acknowledgement as an expert in the field.

1959

1960 ***Excellent at the Rank of Associate Professor:***

- 1961 • The candidate has significant commissions for new works.
- 1962
- 1963 • There is evidence of publication (in print or recordings), either by independent means or by
- 1964 established publishers, with documentation of distribution and evidence of success in obtaining
- 1965 independent funding for creative work.
- 1966
- 1967 • The candidate is a prize winner in regional and national competitions.
- 1968
- 1969 • Compositions receive performances by professional performers and ensembles at regional and
- 1970 national conferences, symposia and festivals, and on professional concert series at the regional
- 1971 and national levels.
- 1972
- 1973 • The candidate shows significant breadth of output, ranging from small chamber works to major
- 1974 compositions in various forms including research initiatives within the area of electro-acoustic
- 1975 and computer generated composition.
- 1976
- 1977 • There is evidence of visibility on a national level (emerging national reputation) in
- 1978 performance, professional service, broadcast, and recording distribution.
- 1979
- 1980 • Many of the compositions created during the evaluation period were commissioned via peer-
- 1981 reviewed competition and by professional performers.
- 1982
- 1983 • Performances include premieres of new works as well as performances of older works.
- 1984
- 1985 • Candidate has had compositions performed at national and regional conferences, festivals or
- 1986 symposia.
- 1987
- 1988 • Candidate has at least one recorded album of compositions or has had a similar number of
- 1989 works included on compilation recordings or the recordings of significant performers
- 1990 distributed commercially in hard copy or via digital downloads. Recordings show evidence of a
- 1991 review process and are not self-published.
- 1992
- 1993 • Candidate has an established record of invitations to serve on adjudication panels and may have
- 1994 presented master classes and lectures at the national and international levels.



- 1995 **Outstanding:**
- 1996 • The candidate significantly exceeds the criteria for ratings of “Excellent.” The nature and scope
- 1997 of the candidate’s scholarly activity extends beyond national recognition toward international
- 1998 acknowledgment as an expert in the field.
- 1999 • The candidate is a prize winner in national or international competitions.
- 2000
- 2001 • The candidate has compositions published in print by established publishers of contemporary
- 2002 music or compositions published on recordings that are distributed commercially. Recordings
- 2003 show evidence of a review process and are not self-published.
- 2004
- 2005 • Compositions created during the evaluation period are commissions from professional
- 2006 institutions, professional ensembles or significant performers, or through peer-reviewed
- 2007 competitions.
- 2008
- 2009 • The candidate has been *composer-in-residence* at research institutions, universities,
- 2010 conservatories, or performing organizations such as symphony orchestras.
- 2011
- 2012 • There is evidence of national and international broadcast and concert performances, published
- 2013 reviews, and interviews.
- 2014
- 2015 • Compositions have been performed at national and international conferences, symposia,
- 2016 festivals, and professional concert series at the international and national levels.
- 2017
- 2018 • Performance of compositions include premieres of new works as well as repeat performances of
- 2019 older works.
- 2020
- 2021 • The candidate has received multiple reviews of compositions either in print or digital media.
- 2022
- 2023 • The candidate has served on established adjudication panels.
- 2024
- 2025 • The candidate has presented master classes and lectures in national and international venues.
- 2026
- 2027

## 2028 **5. Applied Performance**

2029

2030 Primary creative ability for faculty in applied performance areas is performing. This can include

2031 performances as soloists, member of a chamber or large ensemble and a contributor to recordings.

2032 Significant evidence of artistic merit may be either a single work of considerable importance or a

2033 program of worthwhile research or creative activity. Candidates seeking promotion to associate

2034 professor must have established a record of sustained activity in regional venues and an emerging

2035 national reputation. The faculty member is encouraged to thoroughly document the significance of

2036 the forum to assist the committee in making an accurate assessment of the contribution. The

2037 significance of scholarly and create work in this area will be determined by taking into

2038 consideration the prestige, visibility, critical reviews, and forum (local, regional, national,

2039 international) of the performance, publication, recording or presentation.

- 2040 **Poor:**
- 2041 • The candidate has limited or no recognition in the field through performances, recordings,
- 2042 publications, presentations and/or service to the profession.
- 2043
- 2044 • The candidate lacks a record of public performances.
- 2045 • The candidate lacks a record of participation as a clinician. Included in this context are
- 2046 workshops, seminars, conferences, master classes, and other professional meetings or events.
- 2047
- 2048 • The candidate cannot be considered to have added significant scholarly work to the field.
- 2049
- 2050 **Fair:**
- 2051 • The candidate has a modest record of performance at the local level.
- 2052
- 2053 • The candidate has a modest record of participation as a clinician at the local level. Included in
- 2054 this context are workshops, seminars, conferences, master classes, and other professional
- 2055 meetings or events.
- 2056
- 2057 • The candidate has a modest record of adjudication at the local level.
- 2058
- 2059 **Good:**
- 2060 • The candidate has established statewide recognition in the field through performances,
- 2061 recordings, publications, presentations and/or service to the profession.
- 2062
- 2063 • The candidate has a record of public performances at the local level and some involvement at
- 2064 the state level. These can involve solo and chamber recitals at universities and other concert
- 2065 spaces, as well as performances with symphonic ensembles and opera companies.
- 2066
- 2067 • The candidate has a record of participation as a clinician at the local level and a growing record
- 2068 at the state level. Included in this context are workshops, seminars, conferences, master classes,
- 2069 and other professional meetings or events.
- 2070
- 2071 • The candidate has been increasingly recognized through invitations to serve as a judge for
- 2072 choral, instrumental, operatic, or solo festivals, competitions, and arts councils at the local and
- 2073 state levels.
- 2074
- 2075 • The candidate can be considered to have added scholarly work to the field through publicly
- 2076 available sources such as recordings on a distributed label.
- 2077
- 2078 • The candidate has been engaged in project-based artistic direction, including related work on a
- 2079 significant production, festival, or concert series at the local level.
- 2080
- 2081 **Very Good:**
- 2082 • The candidate has established regional recognition in the field through performances,
- 2083 recordings, publications, presentations and/or service to the profession.
- 2084
- 2085 • The candidate has a consistent record of public performances at the state level, some at the

2086 regional level, and at least some presence at the national level. These can involve solo and  
2087 chamber music recitals at universities and other concert spaces, as well as performances with  
2088 symphonic ensembles and opera companies.

- 2089
- 2090 • The candidate has a consistent record of participation as a clinician at the state level and a  
2091 growing record at the regional level. Included in this context are workshops, seminars,  
2092 conferences, master classes, and other professional meetings or events.
- 2093
- 2094 • The candidate has been increasingly recognized through invitations to serve as a judge for  
2095 choral, instrumental, operatic, or solo competitions, and arts councils at the state level.
- 2096
- 2097 • The candidate can be considered to have added significant scholarly work to the field through  
2098 publicly available sources such as recordings on a distributed label.
- 2099
- 2100 • The candidate has been engaged in project-based artistic direction, including related work on a  
2101 significant production, festival, or concert series within the state.
- 2102

2103 ***Excellent at the Rank of Professor:***

- 2104 • The candidate significantly exceeds the criteria for rating of “Excellent” at the Rank of  
2105 Associate Professor. The nature and scope of the candidate’s scholarly activity extends  
2106 beyond national recognition toward international acknowledgement as an expert in the field.
- 2107

2108 ***Excellent at the Rank of Associate Professor:***

- 2109 • The candidate has established excellence in the field through performances, recordings,  
2110 publications, presentations and/or service to the profession.
- 2111
- 2112 • The candidate has a record of public performances at important venues commensurate with an  
2113 emerging national profile. These can involve solo and chamber music recitals at regional  
2114 universities and other concert venues, as well as performances with symphonic ensembles, in  
2115 established jazz venues, or with opera companies.
- 2116
- 2117 • The candidate has a record of participation as a clinician for regional and national organizations.  
2118 Included in this context are workshops, seminars, conferences, master classes, and other  
2119 professional meetings or events.
- 2120
- 2121 • The candidate has been increasingly recognized through invitations to serve as a judge for  
2122 choral, instrumental, operatic, or solo competitions, and arts councils at the regional level and  
2123 beyond.
- 2124
- 2125 • The candidate can be considered to have added significant scholarly work to the field through  
2126 articles, presentations, or recordings distributed commercially in hard copy or via digital  
2127 downloads. Recordings show evidence of a review process and are not self-published.
- 2128
- 2129 • The candidate, according to job description, has been engaged in project-based artistic direction,  
2130 including related work on a significant production, festival, or concert series.

2131 **Outstanding**

- 2132 • The faculty member has achieved eminence in his or her field, as evidenced by national and  
2133 international awards, strong reviews in major publication outlets, invited performances/lectures  
2134 at prestigious venues and so on.

2135  
2136

2137 **6. Conductors/Ensemble Directors**

2138

2139 For faculty who serve as conductors and ensemble directors, it might be said that their creative  
2140 work is on constant display during university performances. While true, those performances are  
2141 considered under the criteria for “teaching” since they involve students who enroll for academic  
2142 credit and for which the conductor receives course load credit. Included in the phrase “conductors”  
2143 are those faculty who lead choral and instrumental ensembles of all types, including jazz and world  
2144 music ensembles. Included in the phrase “ensemble directors” are those faculty who provide the  
2145 artistic/stage direction of staged works such as operas, even if the artistic/stage director does not  
2146 physically conduct the performance. Performances that fall within the criteria for professional  
2147 development include, but are not limited to:

2148

- 2149 e. Performances by Georgia State student ensembles, including staged works that occur  
2150 beyond the course requirements stated in the syllabus. These might include performances at  
2151 festivals, juried performances for conferences, or performances at professional venues as  
2152 part of a professional concert series.

2153

- 2154 f. Performances of non-GSU student ensembles (K-12 schools, all-state ensembles, other  
2155 universities, etc.), including staged works, where the candidate is invited because of  
2156 established expertise.

2157

- 2158 g. Performances of collegiate and professional ensembles, including staged works, with which  
2159 the candidate is associated or where the candidate is invited because of established  
2160 expertise.

2161

- 2162 h. Performances that do not fall into the above categories, but for which the candidate can  
2163 offer documentation of contribution as professional development.

2164

2165 For those seeking tenure, a continuing record of activity in regional venues with some activity in  
2166 national venues is expected. For tenured faculty seeking promotion, a continuing record of activity  
2167 in national venues of high quality is expected, along with at least some activity in international  
2168 venues. The faculty member is encouraged to thoroughly document the significance of the forum to  
2169 assist the committee in making an accurate assessment of the contribution. The significance of  
2170 scholarly and create work in this area will be determined by taking into consideration the prestige,  
2171 visibility, critical reviews, and forum (local, regional, national, international) of the performance,  
2172 publication, recording or presentation.

2173

2174 **Poor:**

- 2175 • The candidate has limited or no recognition in the field through performances, recordings,  
2176 publications, presentations and/or service to the profession.

- 2177
- 2178 • The candidate lacks a record of public performances.
- 2179
- 2180 • The candidate lacks a record of participation as a clinician. Included in this context are
- 2181 workshops, seminars, conferences, master classes, and other professional meetings or events.
- 2182
- 2183 • The candidate cannot be considered to have added significant scholarly work to the field.
- 2184
- 2185 ***Fair:***
- 2186 • The candidate has modest recognition in the field through performances, recordings,
- 2187 publications, presentations and/or service to the profession.
- 2188
- 2189 • The candidate has a modest record of public performances at local level.
- 2190
- 2191 • The candidate has a modest record of participation as a clinician at local level. Included in this
- 2192 context are workshops, seminars, conferences, master classes, and other professional meetings
- 2193 or events.
- 2194
- 2195 • The candidate has a modest record of adjudication at the local level.
- 2196
- 2197 ***Good:***
- 2198 • The candidate has established statewide recognition in the field through performances,
- 2199 recordings, publications, presentations and/or service to the profession.
- 2200
- 2201 • The candidate has a record of public performances at the state level. These can involve guest
- 2202 conducting or invited artistic direction of staged works at in-state universities and other concert
- 2203 spaces, as well as performances with symphonic ensembles and opera companies.
- 2204
- 2205 • The candidate has a record of participation as a clinician at the state level. Included in this
- 2206 context are workshops, seminars, conferences, master classes, and other professional meetings
- 2207 or events.
- 2208
- 2209 • The candidate has been increasingly recognized through invitations to serve as a judge for
- 2210 choral, instrumental, operatic, or solo festivals, competitions, and arts councils at the state level.
- 2211
- 2212 ***Very Good:***
- 2213 • The candidate has established regional recognition in the field through performances,
- 2214 recordings, publications, presentations and/or service to the profession.
- 2215
- 2216 • The candidate has a consistent record of public performances at the state level and some at the
- 2217 regional level. These can involve guest conducting or invited artistic direction of staged works
- 2218 at in-state universities and other concert spaces, as well as performance with symphonic
- 2219 ensembles and opera companies.
- 2220
- 2221 • The candidate has a consistent record of participation as a clinician at the state level and a
- 2222 growing record at the regional level. Included in this context are workshops, seminars,

2223 conferences, master classes, and other professional meetings or events.

2224

2225 • The candidate has been increasingly recognized through honors and awards by panels of experts  
2226 in the area of focus. This would include invitations for the candidate’s ensembles to perform for  
2227 a juried conference, or through the awarding of prizes at competitions and festivals.

2228 • The candidate has been increasingly recognized through invitations to serve as a judge for a  
2229 choral, instrumental, operatic, or solo festivals, competitions, and arts councils at the state level.

2230

2231 • Because of the potential for enhancing university prestige and the rigorous selection process,  
2232 being selected to lead in-state regional or district auditioned honor ensembles would be included  
2233 at this level.

2234

2235 ***Excellent at the Rank of Professor:***

2236 • The candidate significantly exceeds the criteria for rating of “Excellent” at the Rank of  
2237 Associate Professor. The nature and scope of the candidate’s scholarly activity extends  
2238 beyond national recognition toward international acknowledgement as an expert in the field.

2239

2240 ***Excellent at the Rank of Associate Professor:***

2241 • The candidate has established excellence in the field through performances, recordings,  
2242 publications, presentations and/or service to the profession.

2243

2244 • The candidate has a strong and consistent record of public performances at important venues.  
2245 These can involve guest conducting or invited artistic direction of staged works at regional  
2246 universities and other concert spaces outside the state, as well as performances with symphonic  
2247 ensembles and opera companies.

2248

2249 • The candidate has a strong and consistent record of participation as a clinician for regional and  
2250 national organizations. Included in this context are workshops, seminars, conferences, master  
2251 classes, and other professional meetings or events.

2252

2253 • The candidate has been increasingly recognized through honors and awards by panels of experts  
2254 in the area of focus. This would include invitations for the candidate’s ensembles to perform for  
2255 a juried conference, or through the awarding of prizes at competitions and festivals.

2256

2257 • The candidate has been increasingly recognized through invitations to serve as a judge for  
2258 choral, instrumental, operatic, or solo competitions, and arts councils at the regional level and  
2259 beyond.

2260

2261 • The candidate can be considered to have added significant scholarly work to the field through  
2262 publicly available sources such as recordings on a distributed label, the editing or composition  
2263 of ensemble repertoire, or related publications.

2264

2265 • The candidate has been engaged in project-based artistic direction, including related work on a  
2266 significant production, festival, or concert series beyond the state level.

2267

2268 • Because of the potential for enhancing university prestige and the rigorous selection process,

2269 being selected to lead all-state and regional/divisional multi-state auditioned honor ensembles  
2270 would be included at this level.

2271

2272 ***Outstanding:***

- 2273 • The faculty member has achieved eminence in his or her field, as evidenced by national and  
2274 international awards, strong reviews in major publication outlets, invited performances/lectures  
2275 at prestigious venues and so on.

2276 **B. Teaching**

2277

2278 **1. Music Education, Music Theory, Musicology/Ethnomusicology, and Composition**

2279

2280 *Note:* It is acknowledged that faculty whose primary responsibility involves composition will  
2281 combine elements that are both “academic” and “applied” in nature.

2282

2283 Academic instruction is of vital importance to the School of Music and its mission. Faculty are to  
2284 follow University guidelines and standards for the preparation of syllabi. A candidate under  
2285 consideration for promotion and/or tenure is expected to demonstrate the following attributes in the  
2286 category of teaching:

2287

- 2288 • Mastery of the subject matter;
- 2289
- 2290 • Mastery of instructional organization;
- 2291
- 2292 • Ability to create syllabi with clear objectives, calendars, and criteria for assessment of  
2293 student effort;
- 2294
- 2295 • Ability to meet classes consistently; balance teaching style with subject matter; and remain  
2296 current in the field;
- 2297
- 2298 • Ability to appropriately create and gather supplementary teaching materials (such as course  
2299 packs, study guides, handouts, web materials, guest speakers, etc.).

2300

2301

2302 ***Poor:***

- 2303 • The candidate demonstrates little evidence of teaching competence and an unacceptable record  
2304 of teaching.

2305

2306 ***Fair:***

- 2307 • The candidate demonstrates minimal teaching competence according to the standards outlined  
2308 in the above categories.

2309

2310 ***Good:***

- 2311 • The candidate fulfills a majority of teaching responsibilities in an adequate manner. Supporting

2312 materials do not show evidence of diligent preparation and valid course content.

2313

2314 ***Very Good:***

- 2315 • The candidate fulfills teaching responsibilities in an adequate manner. Supporting material
- 2316 show evidence of diligent preparation and valid course content. Students are active in academic
- 2317 activities in the School and the local community, and are accepted to graduate programs.

2318

2319 ***Excellent:***

- 2320 • The candidate performs teaching responsibilities consistently well; supporting material includes
- 2321 evidence of diligent preparation and a conscientious mentoring of students, as well as a
- 2322 commitment to enthusiastic, creative, and innovative pedagogy. Students are accepted into
- 2323 nationally recognized graduate programs. The candidate may receive invitations to lectures that
- 2324 are based upon his or her reputation as a teacher/performer, and may also be involved in leading
- 2325 workshops and providing documented consultations to colleagues.

2326

2327 ***Outstanding:***

- 2328 • A candidate is evaluated as “Outstanding” if the committee determines that the quality of
- 2329 his/her accomplishments exceeds the criteria for “Excellent.”

2330

2331

2332 **2. Applied Performance**

2333

2334 Three factors are considered in assessing applied instructors:

2335

2336 4. The success of graduates from the candidate’s studio as judged by the quality of their

2337 performances, acceptance for graduate study, or establishment of professional careers;

2338

2339 5. The number of students attracted and retained in the candidate’s studio;

2340

2341 6. The candidate’s knowledge of literature and styles, as evidenced by performances and/or

2342 those by his/her students.

2343

2344 ***Poor:***

- 2345 • The candidate demonstrates little evidence of teaching competence as judged by pedagogy and
- 2346 student performances.

2347

2348 ***Fair:***

- 2349 • The candidate demonstrates minimal teaching competence. There is limited evidence of student
- 2350 progress, musicianship, or technical facility.

2351

2352 ***Good:***

- 2353 • The candidate demonstrates acceptable teaching competence. The candidate attracts new
- 2354 students infrequently. Studio enrollment consistently remains below expected level. Students
- 2355 compose or perform a limited range of repertoire adequately. A candidate’s reputation as a
- 2356 master teacher/workshop clinician is recognized on a local level.

2357



2358 **Very Good:**

- 2359 • The candidate demonstrates above average ability to communicate and work effectively with  
2360 students and provides them with current concepts and practices consistent with mastery of the  
2361 field. The candidate attracts new students with average levels of talent and musical proficiency;  
2362 studio enrollment is consistent with expected workload. Graduates attend graduate programs or  
2363 begin professional careers. Student progress is evident. Students participate in school,  
2364 community, and state composition and performance activities. The range of repertoire provided  
2365 to students is adequate and is performed satisfactorily with an understanding of its style. A  
2366 candidate's reputation as a master teacher/workshop clinician is recognized on a state level.  
2367

2368 **Excellent:**

- 2369 • The candidate effectively demonstrates an ability to communicate and work with students and  
2370 provides them with current concepts and practices consistent with mastery in the field. The  
2371 candidate consistently attracts new students with high levels of talent and musical proficiency to  
2372 his/her studio. Student enrollment is consistent with workload expectation. Select graduates are  
2373 accepted to major graduate programs and/or have professional careers as composers, performers  
2374 or teachers. Students participate in performance activities or have their compositions performed  
2375 regionally or statewide. Students perform a broad range of repertoire with satisfactory technique  
2376 and musicianship, and an understanding of the style. A candidate's reputation as a master  
2377 teacher/workshop clinician is recognized on a regional and emerging national level.  
2378

2379 **Outstanding:**

- 2380 • A candidate is evaluated as "Outstanding" if the committee determines that the quality of  
2381 his/her accomplishments exceeds the criteria for "Excellent."  
2382

2383  
2384 **3. Conductors/Ensemble Directors**

2385  
2386 Three factors are considered in assessing conductors/ensemble directors:  
2387

- 2388 4. The artistic success of their performance as defined by comparison with norms in the field,  
2389 the appropriateness of repertoire selection, and reviews by knowledgeable authorities in the  
2390 genre.  
2391  
2392 5. The observations of teaching and rehearsing by faculty peer evaluators;  
2393  
2394 6. The incorporation of rehearsal techniques that results in students' cognition of the style of  
2395 the repertoire under study.  
2396

2397 **Poor:**

- 2398 • The candidate demonstrates little evidence of competent rehearsal and/or conducting  
2399 techniques. The ensemble has shown little to no progress.  
2400

2401 **Fair:**

- 2402 • The candidate demonstrates minimal competence as a conductor and as recruiter of students.  
2403 The repertoire selected is limited and does not fulfill the objectives of the ensemble. There is

2404 little evidence that individual students have progressed musically, or that the ensemble as a  
2405 whole has shown any more than limited progress.

2406

2407 **Good:**

- 2408 • The candidate demonstrates acceptable competence as a conductor/director and attracts and  
2409 retains an adequate number of students to the ensemble for effective performance of quality  
2410 literature. The candidate demonstrates some elements of comprehensive musicianship as part of  
2411 each rehearsal. The repertoire selected for performance is of an average caliber. The candidate's  
2412 reputation as a teacher/conductor/director/workshop leader is recognized on the local and  
2413 emerging state level.

2414

2415 **Very Good:**

- 2416 • The candidate demonstrates an above average ability to achieve successful performances and  
2417 provides students with current concepts and practices consistent with mastery in the field.  
2418 Quality students are attracted and retained, and are consistently strong performers. The  
2419 candidate's rehearsals are consistently effective and employ aspects of a comprehensive-  
2420 musicianship approach to study of the literature performed. The repertoire selected for  
2421 performance is of a high caliber and appropriate to the ensemble, resulting in creative concert  
2422 programs and performances. The candidate's reputation as a teacher/conductor/workshop leader  
2423 is recognized on a state level.

2424

2425 **Excellent:**

- 2426 • The candidate has established a reputation as a master teacher or a master workshop leader. The  
2427 candidate has a strong ability to achieve successful performances and provides students with  
2428 current concepts and practices consistent with mastery in the field. Quality students are attracted  
2429 to and retained in the ensemble. The ensemble's coherence and musical comprehension are at a  
2430 high level, making aesthetic performances consistently possible. Repertoire is of the highest  
2431 musical level, drawn from a broad spectrum of styles that result in creative programming and  
2432 high levels of aesthetic interest. The candidate's reputation as a master teacher/conductor/  
2433 director workshop leader is recognized on a regional and emerging national level.

2434

2435 **Outstanding:**

- 2436 • A candidate is evaluated as "Outstanding" if the committee determines that the quality of  
2437 his/her accomplishments exceeds the criteria for "Excellent."

2438 **C. Service**

2439

2440 **Poor:**

- 2441 • The candidate demonstrates very little or no effective service.

2442

2443 **Fair:**

- 2444 • The candidate has given minimal service on School committees, review boards, programs,  
2445 etc. The candidate is a member of professional organizations in the field and has attended  
2446 meetings at the state/regional level.

2447 **Good:**

- 2448 • The candidate has shown consistent and responsible activity on committees, review boards,  
2449 programs, etc., in accord with expectations of his/her rank. The candidate has thoroughly  
2450 executed assigned duties and has given significant assistance to colleagues. The candidate  
2451 actively promotes and attends School events related to his/her field of specialization.

2452

2453 **Very Good:**

- 2454 • The candidate demonstrates service in the programmatic and administrative areas of the  
2455 University, College, and School.

2456

2457 The candidate is a responsible and effective committee member and has shown consistent  
2458 work in student recruitment and program development. The candidate has applied for grants  
2459 for non-research or non-academic support (e.g., QIF). There is evidence of service activities  
2460 as an officer or committee member for professional organizations in the candidate's field of  
2461 specialization. The candidate has rendered substantial service to colleagues. The candidate  
2462 actively promotes and attends School events related to his/her field of specialization.

2463

2464 **Excellent:**

- 2465 • The candidate demonstrates ongoing willingness and initiative in serving the programmatic  
2466 and administrative areas of the University, College, and School. The candidate has  
2467 demonstrated effective and responsible service activity throughout the University, College,  
2468 and School on committees, review boards, program implementation, projects, policy  
2469 development, and the like. This includes significant efforts toward student recruitment,  
2470 student advisement, and school development. There is evidence of important service  
2471 activities as an officer or committee member at the regional/national level for professional  
2472 organizations in the candidate's field of specialization. The candidate actively promotes and  
2473 attends many School events related to his/her field of specialization.

2474

2475 **Outstanding:**

- 2476 • The candidate demonstrates ongoing willingness to serve in the programmatic and  
2477 administrative areas of the University, College, and School. The candidate has shown  
2478 consistent and highly effective activity, including: leadership throughout the University,  
2479 College, and School; service on committees and review boards; and program  
2480 implementation, projects, policy development, etc. Included here may be service as an area  
2481 coordinator which includes program development and successful student recruitment  
2482 activities. This also includes major administrative responsibility for policy development,  
2483 program implementation, and the creation of new programs. The candidate has evidence of  
2484 important service activities as an officer at the national/international level for professional  
2485 organizations in his/her field of specialization. The candidate actively promotes and attends  
2486 a majority of School events related to his/her field of specialization. A candidate is judged  
2487 outstanding if the committee determines that the quality of activities exceeds the criteria for  
2488 excellent.