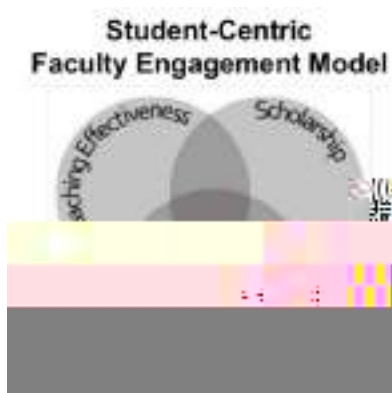


Music Department Evaluation Criteria

SUU promotes an engaged, student centric approach to teaching as outlined in its mission and vision. Faculty are encouraged to seek out activities and to develop teaching that features these elements and to showcase them in their assessment documents. Overlap may occur in some activities.



Teaching Effectiveness

The music department at Southern Utah University recognizes that there are multiple means of evaluation which are necessary to determine teaching effectiveness. This is especially true of private applied lessons, which have different evidences of success than a typical classroom course. The music department also recognizes that while student evaluations can provide useful information, they must be properly balanced with other types of assessment, especially with regard to employment, tenure, and rank advancement. Examples of teaching effectiveness and evaluations include:

Classroom Teaching

- Peer Faculty (P&T) In Class Observations
- Administration In Class Observations
- National Standardized Test Scores (Praxis, InQuizitive)
- Success at other places post-graduation (Employment, Grad School, Transfer School)
- Additional faculty documented observations/commentary (letters)
- Bringing in guest lecturers, workshops or performers
- Implementation of new methods or technologies
- Student Comments on Course Evaluations
- Numerical Course Evaluations

Private Teaching

- Faculty Observations on Friday Recitals
- Faculty Observations at Juries
- Faculty Observations at Capstone Recitals
- Faculty Observations for Ensemble Performances
- Outside competitions or noteworthy performances such as NATS, MTNA, or State Percussion
- Regional or national honors or recognition of students or ensembles
- Bringing in guest clinicians, workshops or performers
- Implementation of new methods or technologies
- Private Teaching Course Evaluations

Scholarly/Creative

In a standard music department, scholarly/creative activities range from “traditional academic standards” to performing scholarly/creative activities (as recognized by our accrediting body, the National Association of Schools of Music [NASM]). In the discipline of music, teaching effectiveness and scholarly/creative achievement are interdependent and serve to enrich and strengthen one another. Faculty are expected to remain current in their discipline. The minimum amount of scholarly/creative activity for **tenure track** faculty must include two activities from the list below. The following is not intended to be an exhaustive list from which the faculty must check off every activity. Activities are listed with the idea that they are merely representative of various accepted forms of scholarly/creative activity, and that faculty members will only be able to undertake a limited number and variety of activities on this list.

Professional recordings of the candidate's compositions and/or arrangements.
Awards and honors that recognize particular aspects of scholarship of performers, conductors, and composers (e.g. competition prizes, invited appearances, commissions, etc.).
Unpublished materials that have received favorable and documented peer review.
Original material written for concert or theatrical presentation.
Guest lectures or papers: presented in another class other than an assigned SUU class, presented at another college or university, or presented on a faculty lecture series
Professional recordings of solo, chamber, or large ensemble performances.