

April 2015

Berklee College of Music Criteria for Promotion and Reappointment

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Recommended Citation

(2015) "Berklee College of Music Criteria for Promotion and Reappointment," *Journal of Collective Bargaining in the Academy*: Vol. 0 , Article 86.

Available at: <http://thekeep.eiu.edu/jcba/vol0/iss10/86>

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Berklee College of Music

Criteria for Promotion and Reappointment

Rev. 11/00

Use for:

- **Reappointment as Full-Time Professor**
- **Promotion to Full-Time Professor**

Professor – Full-Time

1. Degree/Professional Training Criteria

- Master's Degree in an area related to the teaching assignment; plus thirty hours of graduate study toward an additional advanced degree; or
- a terminal degree in an area related to the teaching assignment; or
- a professional degree in an area related to the teaching assignment; or
- a minimum of ten years post-high school professional training; or
- any combination of the above degrees/professional training.

If a criterion listed above is not met, 14 years of relevant professional experience will be considered as equivalent to the training requirements above.

2. Teaching, Advising, and Related Duties

Professors demonstrate positive and consistent teaching and show evidence of continuing efforts to improve their teaching. Professors serve as educational and/or musical leaders within the College. In addition, all Professors meet the standards listed in **Attachment A, "Standards of Teaching, Advising and Related Duties."** Refer to **Attachment B, Teaching, Advising, and Related Duties"** for examples of items that may be considered for self and chair evaluations.

3. Service to the College

Full-Time Professors make contributions to the musical and/or educational goals of the College, commensurate with the rank. See **Attachment C, "Service to the College."**

4. Service to the Profession

Professors are expected to make contributions to the profession commensurate in quality and quantity with the rank of Professor. Such contributions usually involve national visibility for the Professor's accomplishments. See **Attachment D, "Service to the Profession"** for examples to be considered for self and chair evaluations.

5. Professional Development

Professors demonstrate evidence of continuing research on teaching and learning in an area related to the teaching assignment and at a level and quality commensurate with the rank of Professor. See **Attachment E, "Professional Development."**

6. Reappointment

Full-Time Professors must meet the criteria in 1-5 above to be re-appointed.

7. Promotion to Professor

A Full-Time Associate Professor may apply for promotion to Professor during the eighth year as Associate Professor. To be promoted to Professor, an Associate Professor must be functioning at the level of a Professor for at least one year immediately prior to the promotion application. See Article XVII, Promotion, in Faculty Agreement.

Use for:

- **Reappointment as Part-Time Professor**
- **Promotion to Part-Time Professor**

Professor – Part-Time

1. Degree/Professional Training Criteria

- Master's Degree in an area related to the teaching assignment plus thirty hours of graduate study toward an additional advanced degree; or
- a terminal degree in an area related to the teaching assignment; or
- a professional degree in an area related to the teaching assignment; or
- a minimum of ten years post high school professional training; or
- any combination of the above degrees/professional training.

If a criterion listed above is not met, 14 years of relevant professional experience will be considered as equivalent to the training requirements above.

2. Teaching, Advising, and Related Duties

Professors demonstrate positive and consistent teaching and show evidence of continuing efforts to improve their teaching. Professors serve as educational and/or musical leaders within the College. In addition, Professors meet the standards listed in **Attachment A, "Standards of Teaching, Advising and Related Duties."** Refer to **Attachment B, Teaching, Advising, and Related Duties"** for examples of items that may be considered for self and chair evaluations.

3. Service to the College

Not required, but contributions in the area of service to the college may be viewed favorably for promotion to Professor. See **Attachment C, "Service to the College."**

4. Service to the Profession

Professors are expected to make contributions to the profession commensurate in quality and quantity with the rank of Professor. Such contributions usually involve national visibility for the Professor's accomplishments. See **Attachment D, "Service to the Profession"** for examples to be considered for self and chair evaluations.

5. Professional Development

Professors demonstrate evidence of continuing research on teaching and learning in an area related to the teaching assignment and at a level and quality commensurate with the rank of Professor. See **Attachment E, "Professional Development."**

6. Reappointment

Part-Time Professors must meet the criteria in 1, 2, 4 and 5 above to be re-appointed.

7. Promotion to Professor

A Part-Time Associate Professor is eligible for promotion to Professor after completing 16 semesters (not including the 5-Week Summer Performance Program) as an Associate Professor. To be promoted to Professor, an Associate Professor must be functioning at the level of a Professor for at least one year immediately prior to the promotion application. See Article XVII, Promotion, in faculty Contract Agreement.

Use for:

- Reappointment as Full-Time Associate Professor
- Promotion to Full-Time Associate Professor

Associate Professor – Full-Time

1. Degree/Professional Training Criteria

- Master's degree in an area related to the teaching assignment; or
- a terminal degree in an area related to the teaching assignment; or
- a professional degree in an area related to the teaching assignment; or
- a minimum of ten years post high school professional training; or
- any combination of the above degrees / professional training.

If a criterion listed above is not met, twelve years of relevant professional experience will be considered as equivalent to the training requirements above.

2. Teaching, Advising, and Related Duties

Associate Professors must demonstrate positive and consistent teaching and show evidence of continuing efforts to improve their teaching. Associate Professors serve as educational leaders in their departments and/or divisions. In addition, Associate Professors meet the standards listed in **Attachment A, "Standards of Teaching, Advising and Related Duties."** Refer to **Attachment B, Teaching, Advising, and Related Duties"** for examples of items that may be considered for self and chair evaluations.

3. Service to the College

Full-Time Associate Professors make contributions to the musical and/or educational goals of the College commensurate in quality and quantity with their rank. See **Attachment C, "Service to the College."**

4. Service to the Profession

Associate Professors make contributions to the profession commensurate in quality and quantity with the rank of Associate Professor; such contributions usually include regional visibility for the faculty member's accomplishments. For examples of items that may be considered for self and chair evaluations, see **Attachment D "Service to the Profession."**

5. Professional Development

Associate Professors demonstrate evidence of continuing research activities on teaching and learning in an area related to the teaching assignment and at a level and quality commensurate with the rank. See **Attachment E, "Professional Development."** **For promotion to Associate Professor, see below.**

6. Reappointment

Full-Time Associate Professors must meet the criteria in 1-5 above to be re-appointed.

7. Promotion to Associate Professor

A Full-Time Assistant Professor is eligible for promotion to Associate Professor upon completing six years as an Assistant Professor. To be promoted to Associate Professor, the Assistant Professor must be functioning at the level of an Associate Professor for at least one year immediately prior to the promotion application. In addition, the Assistant Professor must have completed a program of professional development approved by the faculty member's department chair. See "Some examples of department chair approved programs of Professional Development" in **Attachment E, "Professional Development"**. *For Promotion to Professor, see Professor – Full-Time*

Use for:

- **Reappointment as Part-Time Associate Professor**
- **Promotion to Part-Time Associate Professor**

Associate Professor – Part-Time

1. Degree/Professional Training Criteria

- Master's Degree in an area related to the teaching assignment; or
- a terminal degree in an area related to the teaching assignment; or
- professional degree in an area related to the teaching assignment; or
- a minimum of ten years post high school professional training; or
- any combination of the above degrees/ professional training.

If a criterion listed above is not met, twelve years of relevant professional experience will be considered as equivalent to the training requirements above.

2. Teaching, Advising, and Related Duties

Associate Professors demonstrate positive and consistent teaching and show evidence of continuing efforts to improve their teaching. Associate Professors serve as educational leaders in their departments and/or divisions. In addition, Associate Professors meet the standards listed in **Attachment A, "Standards of Teaching, Advising and Related Duties."** Refer to **Attachment B, Teaching, Advising, and Related Duties"** for examples of items that may be considered for self and chair evaluations.

3. Service to the College

Not required, but contributions in the area of service to the college may be viewed favorably for promotion. See **Attachment C, "Service to the College."**

4. Service to the Profession

Associate Professors are expected to make contributions to the profession commensurate in quality and quantity with the rank of Associate Professor. Such contributions usually involve national visibility for the faculty member's accomplishments. See **Attachment D, "Service to the Profession"** for examples to be considered for self and chair evaluations.

5. Professional Development

Associate Professors demonstrate evidence of continuing research on teaching and learning in an area related to the teaching assignment and at a level and quality commensurate with the rank of Associate Professor. *Note requirements for promotion to Associate Professor below.* See **Attachment E, "Professional Development."**

6. Reappointment

Part-Time Associate Professors must meet the criteria in 1, 2, 4 and 5 above to be re-appointed.

7. Promotion to Associate Professor

A Part-Time Assistant Professor is eligible for promotion to Associate Professor after completing 12 semesters (not including the 5-week Summer Performance Program) as an Assistant Professor. To be promoted to Associate Professor, an Assistant Professor must function at the level of an Associate Professor for at least one year immediately prior to the promotion application. In addition, the Assistant Professor must have completed a program of professional development approved by the faculty member department chair. See "Some examples of department chair approved programs of Professional Development:" in **Attachment E, "Professional Development"**. *For Promotion to Professor, see Professor – Part-Time*

Use for:

- Reappointment as Full-Time Assistant Professor
- Promotion to Full-Time Assistant Professor

Assistant Professor – Full-Time

1. Degree/Professional Training Criteria

- Bachelor's Degree plus thirty hours towards an advanced degree in an area related to the teaching assignment; or
- a Master's Degree in an area related to the teaching assignment; or
- a minimum of eight years post high school professional training; or
- any combination of the above degrees/professional training.

If a criterion listed above is not met, ten years of relevant professional experience will be considered as equivalent to the training requirements above.

2. Teaching, Advising, and Related Duties

Assistant Professors demonstrate positive and consistent teaching and show evidence of continuing efforts to improve their teaching. In addition, Assistant Professors meet the standards published in **Attachment A, "Standards of Teaching, Advising and Related Duties."** Refer to **Attachment B, "Teaching, Advising and Related Duties"** for examples of items that may be considered for self and chair evaluations.

3. Service to the College

Full-Time Assistant Professors make significant and important contributions to the musical and/or educational goals of the college, commensurate with the rank of Assistant Professor. See **Attachment C, "Service to the College."**

4. Service to the Profession

Not required for reappointment, but contributions in the area of service to the profession may be viewed favorably for promotion and evaluation. See **Attachment D, "Service to the Profession."**

5. Professional Development

Assistant Professors demonstrate evidence of continued research activities on teaching and learning in an area related to the teaching assignment and at a level and quality commensurate with the rank. *Note requirements for promotion to Assistant Professor below.* See **Attachment E, "Professional Development."**

6. Reappointment

Full-Time Assistant Professors must meet the criteria in 1, 2, 3, and 5 above to be re-appointed.

7. Promotion to Assistant Professor

A Full-Time Instructor must apply for promotion to Assistant Professor upon completing six years of service. To be promoted to Assistant Professor, the Instructor be functioning at the level of Assistant Professor for at least one year immediately prior to the promotion application. *For Promotion to Associate Professor, see Associate Professor – Full-Time*

Use for:

- **Reappointment as Part-Time Assistant Professor**
- **Promotion to Part-Time Assistant Professor**

Assistant Professor – Part-Time

1. Degree/Professional Training Criteria

- Bachelor's Degree plus thirty hours towards and advanced degree in an area related to the teaching assignment; or
- a Master's Degree in an area related to the teaching assignment; or
- a minimum of eight years post high school professional training; or
- any combination of the above degree / professional training.

If a criterion listed above is not met, ten years relevant professional experience will be considered as equivalent to the training requirements above.

2. Teaching, Advising and Related Duties

Assistant Professors demonstrate positive and consistent teaching and show evidence of continuing efforts to improve their teaching. In addition, Assistant Professors meet the standards published in **Attachment A, "Standards of Teaching, Advising and Related Duties."** Refer to **Attachment B, "Teaching, Advising and Related Duties"** for examples of items that may be considered for self and chair evaluations.

3. Service to the College

Not required, but contributions in the area of service to the college may be viewed favorably for promotion. See **Attachment C, "Service to the College."**

4. Service to the Profession

Not required, but service to the profession may be viewed favorably for promotion. See **Attachment D, "Service to the Profession."**

5. Professional Development

Not required, but professional development activities may be viewed favorably for evaluation. Note requirements for promotion below. See **Attachment E, "Professional Development."**

6. Reappointment

Part-Time Assistant Professors must meet the criteria in 1 and 2 above to be re-appointed.

7. Promotion to Assistant Professor

To be promoted to Assistant Professor, the Instructor must be functioning at the level of Assistant Professor and must have been functioning at that level for at least one year immediately prior to the promotion application.

For Promotion to Associate Professor, see Associate Professor – Part-Time

Use for:

- **Reappointment as Full-Time Instructor**

Instructor – Full-Time

1. Degree/Professional Training Criteria

- Bachelor's Degree plus thirty hours towards an advanced degree in an area related to the teaching assignment; or
- a Master's Degree in an area related to the teaching assignment; or
- a minimum of seven years post-high school professional training; or
- any combination of the above degrees/professional training.

If a criterion listed above is not met, eight years relevant professional experience will be considered as equivalent to the training requirements above.

2. Teaching, Advising and Related Duties

Instructors demonstrate positive and consistent teaching and show evidence of continuing efforts to improve their teaching. In addition Instructors are expected to meet the standards published in **Attachment A, "Standards of Teaching, Advising and Related Duties."** Refer to **Attachment B, "Teaching, Advising and Related Duties"** for examples of items that may be considered for self and chair evaluations.

3. Service to the College

Full-Time Instructors make significant contributions to the musical and/or educational goals of the College, commensurate with the rank of Instructor. See **Attachment C, "Service to the College."**

4. Service to the Profession

Not required.

5. Professional Development

Instructors demonstrate evidence of continuing research activities on teaching and learning in an area related to the teaching assignment. See **Attachment E, "Professional Development."**

6. Reappointment

Full-Time instructors must meet the criteria in 1, 2, 3, and 5 above to be re-appointed.
For Promotion to Assistant Professor, see Assistant Professor – Full-Time

Use for:

- **Reappointment as Part-Time Instructor**

Instructor – Part-Time

1. Degree/Professional Training Criteria

- Bachelor's Degree plus thirty hours towards an advanced degree in an area related to the teaching assignment; or
- a Master's Degree in an area related to the teaching assignment; or
- a minimum of seven years post-high school professional training; or
- any combination of the above degrees/professional training.

If a criterion listed above is not met, eight years relevant professional experience will be considered as equivalent to the training requirements above.

2. Teaching, Advising and Related Duties

Instructors demonstrate positive and consistent teaching and show evidence of continuing efforts to improve their teaching. In addition, Instructors are expected to meet standards published in **Attachment A, "Standards of Teaching, Advising and Related Duties."** Refer to **Attachment B, Teaching, Advising, and Related Duties"** for examples of items that may be considered for self and chair evaluations.

3. Service to the College

Not required, but contributions in the area of service to the college may be viewed favorably for evaluation. See **Attachment C, "Service to the College."**

4. Service to the Profession

Not required.

5. Professional Development

Not required, but professional development activities may be viewed favorably for evaluation. See **Attachment E, "Professional Development."**

6. Reappointment

Part-Time Instructors must meet the criteria in 1 and 2 above to be re-appointed.

For Promotion to Assistant Professor, see Assistant Professor – Part-Time

MUSIC TECHNOLOGY DIVISION ATTACHMENT A: Standards of Teaching, Advising and Related Duties for Faculty of the Music Technology Division

Teaching

- Make major objectives and lesson assignments clear.
- Clearly explain and demonstrate concepts important to course objectives.
- Demonstrate an understanding of the historical and contemporary practices of the subject.
- Demonstrate the ability to apply knowledge effectively in instruction.
- Demonstrate the ability to apply knowledge through dynamic inclusion of music in instruction.
- Correlate course objectives and lesson assignments.
- Present class materials in a well-planned and organized manner.
- Encourage critical thinking and analysis.
- Encourage relevant student involvement.
- Offer constructive comments/suggestions on student papers, projects, and exams.
- Display a professional attitude toward human relations and personal problems.
- Treat students with respect.
- Share teaching insights and dilemmas with other faculty members and departmental administration through interactions with the departmental education committee.

Knowledge of Department, Division, and College Procedures

- Adhere to department, division, and college procedures.
- Understand and support the educational mission of the department, division and college.
- Support the instructional department with which the faculty member is primarily affiliated.
- Begin all instruction on time and continue for the duration of the scheduled lesson or class time.
- Maintain attendance records.
- Fulfill all scheduled teaching hours.
- Submit final grades and grade changes promptly at established deadlines.
- Submit self-evaluation materials according to published deadlines.

Advising and Related Duties

- Scheduled office hours.
- Student advising
- Committee assignments.
- Departmental assignments and meetings.
- Registration assignments.
- Attendance at student final project presentations.

MUSIC TECHNOLOGY DIVISION ATTACHMENT B: Evaluation of Teaching, Advising and Related Duties of Faculty in the Music Technology Division

Some examples of appropriate materials and activities for the self-evaluation of teaching, advising and related duties for faculty of the Music Technology Division:

- Course syllabi.
- Course related academic counseling.
- Materials distributed in class (flow charts, equipment manual supplements, etc.).
- Supplemental instructional materials.
- Awards for teaching.
- Evidence of outstanding accomplishments by writing students (internships, recording projects, synth performance and composition, and sound design of projects)
- Student evaluations, including assistance with projects.
- Student recitals and senior project presentations.
- Evidence of local, national or international recognition in teaching music technology subjects.
- Observation of instruction by chair and/or division dean.
- Student placement and career counseling.

Some examples of evaluative components which chairpersons may use to determine the teaching effectiveness of faculty within their departments:

- Examples of effective assignment design and evaluation of student work.
- Impact of teacher training on teacher effectiveness.
- Student achievement as evidenced in course related performance of student music in recording, sound design, or synthesis performance or composition
- Observation of students' public performances of related songs, compositions, arrangements or film scores.
- Evidence of local, national and/or international recognition in faculty member's field of teaching expertise.
- Institutional student evaluations of teaching.
- Release time projects.
- Self-evaluation by the faculty member.
- Classroom observation by department chair and/or division dean.
- Student enrollment in classes faculty member teaches.
- Student/ Alumni input.

The evaluation process will ensure that teaching performance is evaluated in terms of quality.

MUSIC TECHNOLOGY DIVISION ATTACHMENT C: **Service to the College**

Some examples of assigned and /or voluntary materials and activities, which may be considered appropriate for self-evaluation of college service for the faculty of the Music Technology Division:

Materials

- Development of curricular materials.
- Course revision materials.
- Log of students advised (department advisors).
- Music written, recorded or compiled as college service.
- Concert recordings.
- Minutes of meetings.
- Committee reports.
- Awards for service.
- Descriptions of activities submitted by faculty member.
- Other materials documenting service participation.
- Recordings of presentation regarding music technology.

Activities

- Concerts, clinics, recitals, workshops and/or lectures.
- Presentation of learning outcomes derived from attendance at educational and/or professional seminars.
- Participation in the Faculty Artist Series.
- Participation in Berklee CD projects.
- Participation in Divisional Summer Workshop.
- Sponsoring Visiting Artists or Major Residencies.
- Leadership or contribution to faculty development opportunities.
- Presentation of teacher training sessions.
- Curriculum development.
- Administration of Berklee grants or contracts.
- Acting as juror.
- College committees.
- Division committees.
- Department committees.
- Assigned recording or sound design projects.
- Advisor to student groups, including chapters of national associations.
- Advisor to students in recording or synthesis projects.
- Student recruitment and retention.
- Work with student organizations.
- Release time projects.
- Professionally related or college related work with community organizations.
- Interdisciplinary service.

Some examples of evaluative components which chairpersons may use to evaluate college service of faculty within their departments:

- Quality, usability and verification of materials.
- Assessments solicited from all areas within the college in which the faculty member has worked.
- Committee chairperson's assessment of the faculty member's participation.
- Quality of curriculum work.
- Quality of participation in concerts, clinics, recitals, composer/arranger workshops, lectures, Artist Series, etc.
- Educational leadership commensurate with rank.

MUSIC TECHNOLOGY DIVISION ATTACHMENT D: **Service to the Profession**

Some examples of categories and materials and activities considered appropriate for self-evaluation of Service to the Profession for faculty of the Music Technology Division:

- Creative works such as compositions, and/or arrangements.
- Album credits.
- Productions and/or recordings.
- Film and/or TV scores.
- Jingles.
- Published music.
- Sound design for product: video, film, multimedia participation with manufacturers in product development.
- Concerts, performances as an individual, part of a group.
- Research or publication in faculty member's area of teaching responsibility.
- Awards for research and creative work.
- Written works such as books, chapters, monographs, journal articles, reviews, criticism and translations.
- Editing professional publications, planning, coordinating or directing professional publications of research/creative activity.
- Grants and contracts written/awarded.
- Citation in public works.
- Public lectures.
- Papers presented to professional groups related to faculty member's area of teaching.
- Participation on panels.
- Professional clinics or workshops related to faculty member's area of teaching.
- Professional consultations.
- Fellowships, internships, and fieldwork related to faculty member's teaching.
- Committee work for professional organizations related to faculty member's area of teaching.
- Serving as an adjudicator.
- Professionally related or college related work with community organizations.
- Leadership/participation at professional meetings related to faculty member's area of teaching.
- Travel related to faculty member's area of teaching.

Some examples of evaluative components which chairpersons may use in the evaluation of a faculty member's service to the profession over a given time:

- Quality and impact of publications, musical compositions/arrangements, performances, recordings and creative and scholarly ideas and works.
- Verification of stated accomplishments.
- Endorsements from appropriate sources.

MUSIC TECHNOLOGY DIVISION ATTACHMENT E: **Professional Development**

Some examples of activities appropriate for use in self-evaluation of Professional Development:

- College, university, and/or graduate courses in teaching methods, educational psychology, learning theory, or other instructional delivery related fields.
- College, university or graduate courses related to teaching or to faculty member's area of teaching.
- Private study relating to faculty member's area of teaching.
- Individual developmental work leading to growth related to faculty member's area of teaching, involving reading industry journals, trade magazines, periodicals and other published text, hardware or software manuals, and/or listening to recorded music, and/or film soundtracks.
- Evidence of continued efforts to improve teaching.
- Research related to new subjects and/or new approaches for subjects one is teaching.
- Participation in instructional workshops/seminars offered by instrumental, computer or music technology manufacturers, or by Berklee.
- Attendance at industry, educational, and/or governmental professional meetings, workshops, conferences, and/or seminars related to teaching or to faculty member's area of teaching.
- Participation in Berklee sponsored mentor programs.
- Attendance at and participation at Berklee faculty development activities.
- Videotape reviews of teaching.

Some examples of department chair approved programs of Professional Development:

- Completion of an agreed upon program of non-degree related private study.
- Completion of a graduate degree program related to teaching or faculty member's area of teaching.
- Completion of a series of programs offered by a computer, music technology manufacturer and/or governmental accrediting agency, or by Berklee.
- Completion of a specialized certification program related to teaching or faculty member's area of teaching.
- Completion of a special course of study offered by an industrial, educational, and/or governmental accrediting agency.
- Completion of an agreed upon assignment of supervised, self-instruction related to teaching and/or faculty member's area of teaching.

PROFESSIONAL EDUCATION DIVISION ATTACHMENT A: Standards of Teaching, Advising and Related Duties for Faculty of the Professional Education Division

Teaching

- Make the major objectives and lesson assignments clear.
- Correlate the course objectives and lesson assignments.
- Present class materials in a well-planned and organized manner.
- Create an atmosphere in which students are encouraged to ask questions.
- Encourage relevant student involvement.
- Encourage critical thinking and analysis.
- Offer constructive comments/suggestions on student papers, projects, and exams.
- Suggest specific ways in which individual students can improve.
- Display a professional attitude toward college personnel.
- Be tolerant of student viewpoints different from one's own.
- Treat students with respect.

Knowledge of Subject

- Clearly explain and demonstrate concepts important to course objectives.
- Demonstrate an understanding of the historical and contemporary practices of the subject.
- Demonstrate the ability to apply this knowledge effectively in instruction.

Knowledge of Department, Division, and College Procedures

- Adhere to department, division, and college procedures.
- Understand and support the educational mission of the department, division and college.
- Support the instructional department with which one is primarily affiliated.
- Begin all instruction on time and continue for the duration of the scheduled lesson of class time.
- Maintain accurate attendance records.
- Fulfill all scheduled teaching hours.
- Submit final grades and grade changes promptly at established deadlines.
- Submit self-evaluation materials according to published deadlines.

Advising and Related Duties

- Scheduled office hours.
- Student advising
- Committee assignments.
- Departmental assignments and meetings.
- Registration assignments.

PROFESSIONAL EDUCATION DIVISION ATTACHMENT B: Evaluation of Teaching, Advising and Related Duties of Faculty in the Professional Education Division

Some examples of appropriate materials and activities for the self-evaluation of teaching, advising and related duties for faculty of the Professional Education Division:

- Course syllabi.
- Course related academic counseling.
- Materials distributed in class.
- Supplemental instructional materials.
- Evidence of “authentic” design and assessment of student work (ie: using real world projects and evaluation criteria).
- Awards for teaching.
- Evidence of outstanding accomplishments by students.
- Student evaluations.
- Observation of instruction by chair and/or division dean.

Some examples of evaluative components which chairpersons may use to determine the teaching effectiveness of faculty within their departments:

- Observation of effective assignment design and evaluation of student work.
- Letters of evaluation from internship site supervisors when faculty member has served as internship advisor/supervisor.
- Student achievement as evidenced in course related performance of student music.
- Observation of students’ performances.
- Evidence of local, national and/or international recognition in field of teaching expertise.
- Institutional student evaluations of teaching.
- Self-evaluation by the faculty member.
- Classroom observation by department chair and/or division dean.

The evaluation process will ensure that teaching performance is evaluated in terms of quality.

PROFESSIONAL EDUCATION DIVISION ATTACHMENT C: **Service to the College**

Some examples of assigned and/or voluntary materials and activities, which may be considered appropriate for self-evaluation of college service for the faculty of the Professional Education Division:

Materials

- Curricular development material.
- Curricular materials.
- Course revision materials.
- Student advisee evaluations.
- Log of students advised (department advisors).
- Music written as college service.
- Concert programs.
- Minutes of meetings.
- Committee reports.
- Awards for service.
- Evaluations of concerts and recitals.
- Descriptions of activities submitted by faculty member.
- Other materials documenting service participation.
- Documentation of leadership in improvement of teaching and learning.

Activities

- Curriculum development.
- College committees.
- Division committees.
- Department committees.
- Participation in writing across the curriculum.
- Leadership or contribution to faculty development opportunities.
- Participation in assessment activities and projects.
- Supplementary advisement and support of students.
- Assigned recording projects.
- Professionally-related or college-related work with community organizations.
- Student recruitment and retention.
- Work with student organizations.
- Interdisciplinary service.
- Concerts, clinics, recitals, workshops, and/or lectures.
- Participation in the Faculty Artist Series.
- Release time projects.
- Administration of grants and/or contracts.
- Advisor to student groups.

Some examples of evaluative components which chairpersons may use to evaluate college service of faculty within their departments:

- Quality, usability and verification of materials.
- Assessments solicited from all areas at the college in which the faculty member has worked.
- Committee chairperson's assessment of the faculty member's participation.
- Quality of curriculum work.
- Quality of participation in concerts, clinics, recitals, composer/arranger workshops, lectures, Artist Series, etc.
- Educational leadership commensurate with rank.

PROFESSIONAL EDUCATION DIVISION ATTACHMENT D: **Service to the Profession**

Some examples of categories and materials and activities considered appropriate for self-evaluation of Service to the Profession for faculty of the Professional Education Division:

- Research or publication in primary area of teaching responsibility.
- Awards for research and creative work.
- Written works such as books, chapters, monographs, journal articles, reviews, criticism and translations.
- Editing professional publications, planning, coordinating or directing professional publications of research/creative activity.
- Grants and contracts written/awarded.
- Citation in published works.
- Creative works.
- Public lectures.
- Participation in panels.
- Professional consultations.
- Fellowships, internships, and field work related to faculty member's teaching.
- Committee work for professional organizations related to faculty member's area of teaching.
- Leadership/participation at professional meetings related to faculty member's area of teaching.
- Papers presented to professional groups related to faculty member's area of teaching.
- Professional clinics or presentations related to faculty member's area of teaching.
- Professionally-related or college-related work with community organizations.
- Development of an annotated and descriptive bibliography
- Planning, coordinating or directing workshops, presentation of papers, and seminars related to faculty member's area of teaching.
- Concerts, performances as an individual, part of a group.
- Recordings.
- Serving as an adjudicator.

Some examples of evaluative components which chairpersons may use in the evaluation of a faculty member's service to the profession over a given time:

- Quality and impact of publications, musical compositions/arrangements, performances, recordings, and creative and scholarly ideas and works.
- Verification of stated accomplishments.
- Endorsements from appropriate sources.

PROFESSIONAL EDUCATION DIVISION ATTACHMENT E: Professional Development

Some examples of activities appropriate for use in self-evaluation of Professional Development:

- College graduate courses in teaching methods, educational psychology, learning theory, or other instructional delivery related fields.
- College graduate courses related to teaching or to faculty member's area of teaching.
- Private study relating to faculty member's area of teaching.
- Individual developmental work leading to growth related to faculty member's area of teaching.
- Evidence of continued efforts to improve teaching.
- Research related to new subjects and/or new approaches for subjects one is teaching.
- Participation in instructional workshops/seminars offered by instrumental, computer or music technology manufacturers, or by Berklee.
- Attendance at industry, educational, and/or governmental professional meetings, workshops, conferences, and/or seminars related to teaching or to faculty member's area of teaching.
- Participation in Berklee sponsored mentor programs.
- Attendance at and participation at Berklee faculty development activities.
- Videotape reviews of teaching.

Some examples of department chair approved programs of Professional Development:

- Completion of an agreed upon program of non-degree related private study.
- Completion of a graduate degree program related to teaching or faculty member's area of teaching.
- Completion of a series of programs offered by a computer and/or music technology manufacturer or by Berklee.
- Completion of a specialized certification program related to teaching or faculty member's area of teaching.
- Completion of a special course of study offered by an industrial, educational, and/or governmental accrediting agency.
- Completion of an agreed upon assignment of supervised self-instruction related to teaching and/or faculty member's area of teaching.

PROFESSIONAL PERFORMANCE DIVISION

ATTACHMENT A:

Standards of Teaching, Advising and Related Duties for Faculty of the Professional Performance Division

Teaching

- Make major objectives and lesson assignments clear.
- Correlate course objectives and lesson assignments.
- Relate all techniques, examples, and methods to “real” music.
- Prepare syllabi as required with clearly stated objectives, as needed.
- Adjust materials to suit specific needs.
- Demonstrate an understanding of the historical and contemporary practices of the subject.
- Use instrumental/ vocal performance to demonstrate relevant materials.
- Present class materials in a well-planned and organized manner.
- Give objective assessments.
- Use class time effectively.
- Adhere to the syllabus.
- Assign appropriate outside work.
- Create a stimulating atmosphere for learning in all classes and lessons.
- Demonstrate an understanding of student viewpoints.
- Suggest specific ways in which students can improve.
- Support student performance activities.

Knowledge of Department, Division, and College Procedures

- Adhere to department, division, and college procedures.
- Understand and support the educational mission of the department, division and college.
- Support faculty member’s primary instructional.
- Begin all instruction on time and continue for the duration of the scheduled lesson or class time.
- Maintain attendance records.
- Fulfill all scheduled teaching hours.
- Submit final grades and grade changes promptly at established deadlines.
- Submit complete and well-documented self-evaluation materials according to published deadlines.

Advising and Related Duties

- Understand departmental final exam procedures.
- Use scheduled office hours for student advising.
- Committee assignments.
- Departmental meetings.
- Participate in departmental course-related recitals.
- Registration assignments.

PROFESSIONAL PERFORMANCE DIVISION

ATTACHMENT B-1:

Evaluation of Teaching, Advising and Related Duties of Instrumental and Voice Faculty

Some examples of materials and activities appropriate for self-evaluation of teaching, advising and related duties for faculty of the Instrumental and Voice departments:

- Development and use of private lesson syllabi.
- Support materials related to final exam requirements.
- Supplemental instructional materials (transcriptions, articles, practice routines).
- Contributions to departmental advising.
- Student evaluations.
- Outstanding accomplishments by students.
- Lesson and lab observation by chair and/or division dean.
- Attendance at student recital performances.
- Local, national or international recognition in performance, teaching and/or higher education.
- Faculty development activities.
- Berklee-sponsored teaching/training seminars.
- Research in area of teaching.
- Awards for teaching.
- Departmental meetings.
- Curriculum projects.

Some examples of components which chairpersons may use to evaluate the teaching effectiveness of faculty within their departments:

- Lesson or lab observation by department chair and/or division dean.
- Course/lesson support materials developed by faculty member.
- Faculty member's knowledge of technique and repertoire.
- Student evaluations.
- Students' public performances.
- Student enrollment.
- Student success.
- Evidence of local, national, and/or international recognition.

The evaluation process will ensure that teaching performance is evaluated in terms of quality.

PROFESSIONAL PERFORMANCE DIVISION

ATTACHMENT B-2:

Evaluation of Teaching, Advising and Related Duties of

Ensemble Faculty

Some examples of materials and activities appropriate for self-evaluation of teaching, advising and related duties for faculty of Ensemble department:

- Course syllabi.
- Supplemental instructional materials.
- Student evaluations.
- Outstanding accomplishments by students.
- Classroom observation by chair and/or division dean.
- Student recital performances.
- Local, national or international recognition in performance, teaching, and/or higher education.
- Faculty development activities.
- Berklee-sponsored teaching/training seminars.
- Research in area of teaching.
- Awards for teaching.
- Departmental meetings.
- Curriculum projects.

Some examples of components which the chairperson may use to evaluate the teaching effectiveness of faculty within the department:

- Classroom observation:
 - Knowledge of scales.
 - Communication skills.
 - Conducting techniques.
 - Knowledge of microphones, p.a. systems, and their applications.
- Student evaluations.
- Students' public performances.
- Student enrollment.
- Student success.
- Evidence of local, national, and/or international recognition.

The evaluation process will ensure that teaching performance is evaluated in terms of quality.

PROFESSIONAL PERFORMANCE DIVISION

ATTACHMENT B-3:

Evaluation of Teaching, Advising and Related Duties of Ear Training Faculty

Some examples of materials and activities appropriate for use in the self-evaluation of teaching, advising and related duties for faculty of Ear Training department:

- Course syllabi.
- Supplemental instructional materials (singing rhythm examples, dictation methods).
- Student evaluations.
- Outstanding accomplishments by students.
- Classroom activities:
- Production/singing vs. recognition/dictation.
- Working with pitch vs. working with rhythm.
- Use of "real" music vs. use of exercises.
- Individual performance vs. group performance.
- Inner hearing vs. aural performance.
- Polyphonic awareness.
- Classroom observation by department chair and/or division dean:
- Singing skills.
- Conducting skills.
- Rhythmic skills.
- Keyboard skills.
- Student recital performances.
- Local, national or international recognition in performance, teaching, and/or higher education.
- Faculty development activities.
- Berklee-sponsored teaching/training seminars.
- Research in area of teaching.
- Awards for teaching.
- Departmental meetings.
- Curriculum projects.

Some examples of components which the chairperson may use to evaluate the teaching effectiveness of faculty within the department:

- Classroom observation.
- Student evaluations.
- Student enrollment.
- Student achievement.
- Evidence of local, national, and/or international recognition.

The evaluation process will ensure that teaching performance is evaluated in terms of quality.

PROFESSIONAL PERFORMANCE DIVISION

ATTACHMENT C:

Service to the College

Some examples of assigned and/or voluntary materials and activities, which may be considered appropriate for self-evaluation of college service for the faculty of the Professional Performance Division:

Materials

- Curriculum development.
- Student advisee evaluations.
- Music written as college service.
- Descriptions of activities submitted by faculty member.
- Other materials documenting service participation.
- Log of students advised or documentation of advising sessions.
- Evaluations of concerts and recitals.
- Concert programs.
- Concert tapes.
- Minutes of meetings.
- Committee reports.
- Awards for service.

Activities

- Registration assignments including testing, placement, and auditions.
- Concerts, clinics, recitals, workshops and/or lectures.
- Participation in the Faculty Artist Series.
- Curriculum development.
- Assigned recording projects.
- Community service.
- Student recruitment and retention.
- Work with student organizations.
- Advisor to student groups.
- College committees.
- Division committees.
- Department committees.
- Acting as juror.
- Faculty leadership.
- Contributions to faculty development opportunities.

Some examples of evaluative components which chairpersons may use to evaluate college service of faculty within their departments:

- Quality, usability and verification of materials.
- Assessments solicited from all areas within the college in which the faculty member has worked.
- Committee chairperson's assessment of the faculty member's participation.
- Quality of curriculum work.
- Quality of participation in concerts, clinics, recitals, composer/arranger workshops, lectures, Artist Series, etc.
- Educational leadership commensurate with rank.

PROFESSIONAL PERFORMANCE DIVISION **ATTACHMENT D: Service to the Profession**

Some examples of categories and materials and activities considered appropriate for self-evaluation of Service to the Profession for faculty of the Professional Performance Division:

- Performances.
- Creative works such as compositions, arrangements, and productions related to faculty member's instrument.
- Public lectures.
- Adjudication.
- Participation on panels.
- Professional consultations.
- Research in faculty member's primary area of teaching responsibility.
- Publications.
- Editing professional publications.
- Citation in published works.
- Recording.
- Offices held in professional organizations.
- Committee work for professional organizations.
- Leadership / participation at professional meetings related to faculty member's area of teaching.
- Travel related to faculty member's area of teaching.
- Papers presented to professional groups.
- Grants and contracts written/awarded.
- Awards for research and creative work.
- Endorsements by instrument makers.
- Community service.

Some examples of evaluative components which chairpersons may use in the evaluation of a faculty member's service to the profession over a given time:

- Quality and impact of publications, musical compositions/arrangements, performances, clinics, and recordings.
- Musical/performance reviews.
- Endorsements from appropriate sources.

PROFESSIONAL PERFORMANCE DIVISION

ATTACHMENT E:

Professional Development

Some examples of activities appropriate for use in self-evaluation of Professional Development:

- College, university or graduate courses related to teaching or to faculty member's area of teaching.
- Private study relating to faculty member's area of teaching.
- Focussed self-instruction related to faculty member's area of teaching.
- Research related to faculty member's area of teaching.
- Participation in instructional workshops/seminars offered by instrumental, computer or music technology manufacturers, or by Berklee.
- Attendance at industry, educational, and/or governmental professional meetings, workshops, conferences, and/or seminars related to teaching or to faculty member's area of teaching.
- Attendance at and participation at Berklee faculty development activities.
- Videotape reviews of teaching.

Some examples of department chair approved programs of Professional Development:

- Completion of a graduate degree program related to teaching or to faculty member's area of teaching.
- Completion of a series of programs offered by a computer and/or music technology manufacturer or by Berklee.
- Completion of a specialized certification program related to teaching or faculty member's area of teaching.
- Completion of a special course of study related to faculty member's area of teaching.
- Completion of a structured, agreed upon program of non-degree related private study.
- Completion of an agreed upon assignment of supervised self-instruction related to faculty member's area of teaching.

PROFESSIONAL WRITING DIVISION ATTACHMENT A: Standards of Teaching, Advising and Related Duties for Faculty of the Professional Writing Division

Teaching

- Make major objectives and lesson assignments clear.
- Clearly explain and demonstrate concepts important to course objectives.
- Demonstrate an understanding of the historical and contemporary practices of the subject.
- Demonstrate the ability to apply knowledge effectively in instruction.
- Demonstrate the ability to apply knowledge through dynamic inclusion of music in instruction.
- Correlate course objectives and lesson assignments.
- Present class materials in a well-planned and organized manner.
- Encourage critical thinking and analysis.
- Encourage relevant student involvement.
- Offer constructive comments/suggestions on student papers, projects, and exams.
- Display a professional attitude toward human relations and personal problems.
- Treat students with respect.

Knowledge of Department, Division, and College Procedures

- Adhere to department, division, and college procedures.
- Understand and support the educational mission of the department, division and college.
- Support the instructional department with which the faculty member is primarily affiliated.
- Begin all instruction on time and continue for the duration of the scheduled lesson or class time.
- Maintain attendance records.
- Fulfill all scheduled teaching hours.
- Submit final grades and grade changes promptly at established deadlines.
- Submit self-evaluation materials according to published deadlines.

Advising and Related Duties

- Scheduled office hours.
- Student advising
- Committee assignments.
- Departmental assignments and meetings.
- Registration assignments.

PROFESSIONAL WRITING DIVISION ATTACHMENT B: Evaluation of Teaching, Advising and Related Duties of Faculty in the Professional Writing Division

Some examples of appropriate materials and activities for the self-evaluation of teaching, advising and related duties for faculty of the Professional Writing Division:

- Course syllabi.
- Course related academic counseling.
- Materials distributed in class (scores, leadsheets, etc.).
- Supplemental instructional materials.
- Awards for teaching.
- Evidence of outstanding accomplishments by writing students (concerts, publishing of works, etc.).
- Student evaluations.
- Observation of instruction by chair and/or division dean.

Some examples of evaluative components which chairpersons may use to determine the teaching effectiveness of faculty within their departments:

- Examples of effective assignment design and evaluation of student work.
- Impact of teacher training on teacher effectiveness.
- Student achievement as evidenced in course related performance of student music.
- Observation of students' public performances of related songs, compositions, arrangements or film scores.
- Evidence of local, national and/or international recognition in faculty member's field of teaching expertise.
- Institutional student evaluations of teaching.
- Release time projects.
- Self-evaluation by the faculty member.
- Classroom observation by department chair and/or division dean.

The evaluation process will ensure that teaching performance is evaluated in terms of quality.

PROFESSIONAL WRITING DIVISION ATTACHMENT C: Service to the College

Some examples of assigned and/or voluntary materials and activities, which may be considered appropriate for self-evaluation of college service for the faculty of the Professional Writing Division:

Materials

- Curricular development material.
- Curricular materials.
- Course revision materials.
- Student advisee evaluations.
- Log of students advised (department advisors).
- Music written as college service.
- Concert programs.
- Minutes of meetings.
- Committee reports.
- Awards for service.
- Evaluations of concerts and recitals.
- Descriptions of activities submitted by faculty member.
- Other materials documenting service participation.

Activities

- Concerts, clinics, recitals, workshops and/or lectures.
- Participation in the Faculty Artist Series.
- Coaching of a composer/arranger workshop.
- Sponsoring Visiting Artists or Major Residencies.
- Leadership or contribution to faculty development opportunities.
- Presentation of teacher training sessions.
- Curriculum development.
- Auditioning students/prospective students.
- Acting as juror.
- College committees.
- Division committees.
- Department committees.
- Assigned recording projects.
- Advisor to student groups.
- Student recital performances.
- Student recruitment and retention.
- Work with student organizations.
- Release time projects.
- Professionally related or college related work with community organizations.
- Interdisciplinary service.

Some examples of evaluative components which chairpersons may use to evaluate college service of faculty within their departments:

- Quality and usability of materials.
- Assessments solicited from all areas within the college in which the faculty member has worked.
- Committee chairperson's assessment of the faculty member's participation.
- Quality of curriculum work.

- Quality of participation in concerts, clinics, recitals, composer/arranger workshops, lectures, Artist Series, etc.
- Educational leadership commensurate with rank.

PROFESSIONAL WRITING DIVISION ATTACHMENT D: **Service to the Profession**

Some examples of categories and materials and activities considered appropriate for self-evaluation of Service to the Profession for faculty of the Professional Writing Division:

- Creative works such as compositions, and/or arrangements.
- Productions and/or engineering.
- Recording.
- Film and/or TV scores.
- Jingles.
- Published music.
- Concerts, performances as an individual, part of a group.
- Research or publication in faculty member's area of teaching responsibility.
- Awards for research and creative work.
- Written works such as books, chapters, monographs, journal articles, reviews, criticism and translations.
- Editing professional publications, planning, coordinating or directing professional publications of research/creative activity.
- Grants and contracts written/awarded.
- Citation in public works.
- Public lectures.
- Papers presented to professional groups related to faculty member's area of teaching.
- Participation on panels.
- Professional clinics related to faculty member's area of teaching.
- Professional consultations.
- Fellowships, internships, and fieldwork related to faculty member's teaching.
- Committee work for professional organizations related to faculty member's area of teaching.
- Serving as an adjudicator.
- Professionally related or college related work with community organizations.
- Leadership/participation at professional meetings related to faculty member's area of teaching.
- Travel related to faculty member's area of teaching.

Some examples of evaluative components which chairpersons may use in the evaluation of a faculty member's service to the profession over a given time:

- Quality and impact of publications, musical compositions/arrangements, performances, recordings and creative and scholarly ideas and works.
- Verification of stated accomplishments.
- Endorsements from appropriate sources.

PROFESSIONAL WRITING DIVISION ATTACHMENT E: **Professional Development**

Some examples of activities appropriate for use in self-evaluation of Professional Development:

- College, university, and/or graduate courses in teaching methods, educational psychology, learning theory, or other instructional delivery related fields.
- College, university or graduate courses related to teaching or to faculty member's area of teaching.
- Private study relating to faculty member's area of teaching.
- Individual developmental work leading to growth related to faculty member's area of teaching.
- Evidence of continued efforts to improve teaching.
- Research related to new subjects and/or new approaches for subjects one is teaching.
- Participation in instructional workshops/seminars offered by instrumental, computer or music technology manufacturers, or by Berklee.
- Attendance at industry, educational, and/or governmental professional meetings, workshops, conferences, and/or seminars related to teaching or to faculty member's area of teaching.
- Participation in Berklee sponsored mentor programs.
- Attendance at and participation at Berklee faculty development activities.
- Videotape reviews of teaching.

Some examples of department chair approved programs of Professional Development:

- Completion of an agreed upon program of non-degree related private study.
- Completion of a graduate degree program related to teaching or faculty member's area of teaching.
- Completion of a series of programs offered by a computer and/or music technology manufacturer or by Berklee.
- Completion of a specialized certification program related to teaching or faculty member's area of teaching.
- Completion of a special course of study offered by an industrial, educational, and/or governmental accrediting agency.
- Completion of an agreed upon assignment of supervised self-instruction related to teaching and/or faculty member's area of teaching.