

**School of Music Merit Pay Rubric**  
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**Updated April 27, 2018**

**Sources of Information**

Faculty Activity Report (FAR), Faculty C.V., Student Feedback forms (CTLE), information made available through the RPT process (external letters, peer teaching evaluations, personal statements), letters of commendation from national professional organizations, School of Music service activities (attendance at standing committee meetings, participation in ad hoc committees—including search committees, participation in student recruiting activities, and other service tasks), and letters of commendation/reprimand from the university. Only activities from the last completed calendar year (and earlier years, if applicable), are to be considered, since information on more recent activities may be incomplete.

**Merit Pay Criteria (adapted from categories listed in the Faculty Activity Report)**

Teaching

Honors & Awards (national/international/university, for teaching), Student responses on student feedback forms; Teaching load; Graduate supervisory committees chaired; Project leader for teaching projects (Outreach teaching projects, Workshops/Festivals, projects funded by Teaching Committee or Dee grants, etc.); Project leader for student projects (UROP, FAF grants, etc.), Teacher of classes offered to professional peers (professional education); Published teaching materials (pedagogical publications); Teaching-related training undertaken (CTLE, etc.).

Scholarly/Creative Research

Honors & Awards (national/international/university, for research), Publications (peer-selected book/monograph/score, peer-selected CD/DVD, peer-selected original music software, peer-selected book chapter, article in peer-reviewed journal or in peer-reviewed conference proceedings, edited volume, textbook, review, editorial, newspaper article); Creative research (invited or peer-selected performance, invited or peer-selected performance of original composition/arrangement, commission); Presentations (peer-reviewed conference paper; peer-invited talk/keynote; other presentation); Principal Investigator for Research Grant (research projects sponsored by external or University grants); Media Exposure (media coverage of research: TV, radio, newspaper, online, etc.).

Service

Student Recruiting Activities (high school workshops, high school student training, and collaborations with high school teachers); Professional Service (external – editorial boards, boards and committees of professional organizations, government committees, conference organizing/program committees, national conference host, etc.); Internal Service (Membership in committees at all university levels: University of Utah, College of Fine Arts, School of Music, including membership in graduate student supervisory committees in a non-Chair capacity); Faculty Mentoring; Community Partnerships (activities designed to create/strengthen ties with the community through faculty and/or directed student engagement).

*Consideration of the individual duties and expectations connected to each faculty member's academic appointment is necessary in order to contextualize the criteria above and arrive at equitable scores for Teaching, Research and Service in the rubric below.*

Category	Rank	Descriptor
<b>TEACHING</b>  <b>Overall weight:</b> 40%: tenure-line 90%: career-line	4	Instructor of an appropriate number of courses and/or private applied lessons; chair of an appropriate number of graduate student supervisory committees; Prevalence of positive indicators and absence of substantial negative indicators in student feedback forms; strongly supportive additional information related to teaching.
	3	Instructor of an appropriate number of courses and/or private applied lessons; chair of an appropriate number of graduate student supervisory committees; Majority of positive indicators and few negatives in student feedback forms; additional supportive information related to teaching.
	2	Instructor of an appropriate number of courses and/or private applied lessons; chair of an appropriate number of graduate student supervisory committees. Majority of positive indicators, but some pattern of negative indicators in student feedback forms; modest additional supportive information related to teaching.
	1	Instructor of an appropriate number of courses and/or private applied lessons; chair of a less than appropriate number of graduate student supervisory committees. Mix of positive/neutral/negative indicators and considerable presence of negative comments in student feedback forms; sparse additional information related to teaching.
	0	Instructor of a less than appropriate number of courses and/or private applied lessons; chair of a less than appropriate number of graduate student supervisory committees. Relatively few strongly positive indicators and multiple/extensive negative indicators and comments in student feedback forms; absence of additional information on teaching
<b>SCHOLARLY/ CREATIVE RESEARCH</b>  <b>Overall weight:</b> 40%: tenure-line Additional credit: career-line	4	Substantial national/international and/or juried/invited performances, prizes; peer-reviewed/selected book(s), journal article(s), composition(s), performance(s), publication(s); prominent peer-reviewed presentation(s), invited commissions; significant external awards/honors/recognition for research/creative work.
	3	Some national/international and/or juried/invited performances, prizes; peer-reviewed/selected book(s), journal article(s), composition(s), performance(s), publication(s); prominent peer-reviewed presentation(s), invited commissions. Substantial state and/or regional performances and/or publication/presentation record (including non-peer-reviewed); record of on-campus performance(s), presentations, other events.
	2	Modest record of state and/or regional performances and/or publication/presentation (including non-peer-reviewed); record of on-campus performance(s), presentations, other events.
	1	Local performances/presentations; absence of substantive publication/activity record.
	0	Sparse record.
<b>SERVICE</b>  <b>Overall weight:</b> 20%: tenure-line 10%: career-line	4	Substantial service both to the profession (especially if on state/regional/national level) <u>and</u> to the School/College/University in offices held, supportive activity, special initiatives; strong record of activity related to student recruitment; member of an appropriate number of graduate student supervisory committees.
	3	Substantial service to the profession <u>or</u> to the School/College/University; record of activity related to student recruitment; member of an appropriate number of graduate student supervisory committees.
	2	Consistent, but not extensive record of service to the profession and/or local service; some College, School or University committee service or special initiatives; member of an appropriate number of graduate student supervisory committees.
	1	Only a few activities in service to the profession or the School/College/University; member of an appropriate number of graduate student supervisory committees.
	0	Sparse service record; member of a less than appropriate number of graduate student supervisory committees.

**Process:**

1. For each faculty member eligible for merit pay, in each category (teaching, research, service), a number on a 0-4 scale is assigned. Fractional numbers are possible (e.g. 2.5).
2. A ranking for each faculty member is determined from the average of his/her numbers for each category, with the teaching category number weighted at 40% for tenure-line faculty or 90% for career-line faculty, the service category number weighted at 20% for tenure-line faculty or 10% for career-line faculty, and the research category number weighted at 40% for tenure-line faculty. Career-line faculty receive additional credit if they have engaged in a significant amount of scholarly/creative research.
3. The Director submits his/her rankings to the Executive Committee for review, and the Executive Committee approves the rankings or suggests modifications. These rankings may also be reviewed and modified at the CFA level.
4. Based on the total discretionary award funding available, tiers of award funding are determined appropriate to the distribution of rankings among the faculty. Depending upon the number of applicants, total amount of the award pool, and distribution of rankings, there may be three or more tiers.
5. Recommendations of award amounts are submitted to the Dean for approval.

*It is noted and acknowledged that the process is a subjective one, to which the Director brings his/her experience and best judgment, making appropriate recognition of situations that do not fall neatly within established categories, and of the wide variety of activities undertaken by School of Music faculty, which may cross the boundaries among teaching, scholarly/creative research, and service, and may show benchmarks different from the reference examples listed in the rubric.*