

Berklee College of Music

Criteria for Faculty Promotion and Reappointment

September 2020

Table of Contents

Professor – Full-time and Part-time	2
Associate Professor – Full-time and Part-time	4
Assistant Professor – Full-time and Part-time	6
Instructor – Full-time and Part-time	8
Appendix A – Standards of Teaching, Advising and Related Duties for Faculty	9
Appendix B – Evaluation of Teaching, Advising and Related Duties of Faculty	11
Appendix C – Service to the College	13
Appendix D – Service to the Profession	15
Appendix E – Professional Development	17

Use for:

- Reappointment as Professor
- Promotion to Professor

Professor – Full-time and Part-time

1. Education/Degrees/Professional Training

Professors have achieved a minimum of two of the following criteria:

- Bachelor's Degree in an area related to the teaching assignment; plus thirty (30) hours of graduate study toward an additional advanced degree
- Master's Degree in an area related to the teaching assignment
- terminal degree in an area related to the teaching assignment
- professional degree in an area related to the teaching assignment
- minimum of 10 years post-high school professional training in an area related to the teaching assignment
- minimum of 15 years of college teaching in an area related to the teaching assignment
- minimum of 15 years of relevant professional experience in an area related to the teaching assignment

2. Teaching, Advising, and Related Duties

Professors demonstrate positive and consistent teaching, show evidence of continuing efforts to improve their teaching, and demonstrate effective course-related student advising skills. Professors serve as educational and/or artistic leaders within the College and Conservatory. In addition, Professors meet the standards listed in **Appendix A, "Standards of Teaching, Advising and Related Duties."** Refer to **Appendix B, Evaluation of Teaching, Advising, and Related Duties"** for examples of items that may be considered for self and chair evaluations.

3. Service to the College (required of Full-time Professors only)

Full-time Professors make contributions to the artistic and/or educational goals of the College and Conservatory, commensurate with the rank of Professor. Not required of part-time faculty members, but contributions in the area of service to the college may be viewed favorably for promotion to Professor. See **Appendix 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 and/or international visibility for the Professor's accomplishments. See **Appendix D, "Service to the Profession"** for examples to be considered for self and chair evaluations.

5. Professional Development

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

6. Reappointment

Full-time Professors must meet the criteria in items 1 through 5 above to be reappointed. Part-time Professors must meet the criteria in items 1, 2, 4, and 5 above to be reappointed.

Chairs and deans make a recommendation about reappointment based on the faculty member's performance during the period of appointment immediately prior to the submission of the reappointment request by the faculty member.

7. Promotion to Professor – Schedule

A Full-time Associate Professor may apply for promotion to Professor during their eighth (8th) year as Associate Professor by not later than October 15 of that academic year. To be promoted to Professor, an Associate Professor must be functioning at the level of a Professor for at least one (1) year immediately prior to the promotion application. For complete requirements see Article 19, *Promotion - Full-Time Faculty* in the Faculty Contract Agreement.

A Part-time Associate Professor may apply for promotion to Professor if they have completed 16 semesters (not including the Five-Week Music Performance Intensive program) as a part-time Associate Professor. The promotion dossier is due on or before October 15. To be promoted to Professor, an Associate Professor must be functioning at the level of a Professor for at least one (1) year immediately prior to the promotion application. For complete requirements, see Article 20, *Promotion - Part-Time Faculty* in the Faculty Contract Agreement.

Note: Years of employment in rank for full-time Associate Professors or semesters of employment in rank for part-time Associate Professors for the purposes of promotion consideration begin as of September 1, 2016 for faculty who became members of the bargaining unit pursuant to the certification of representative issued on June 13, 2017.

Use for:

- Reappointment as Associate Professor
- Promotion to Associate Professor

Associate Professor – Full-time and Part-time

1. Education/Degrees/Professional Training

Associate Professors have achieved a minimum of two of the following criteria:

- Bachelor's Degree in an area related to the teaching assignment; plus thirty (30) hours of graduate study toward an additional advanced degree
- Master's Degree in an area related to the teaching assignment
- terminal degree in an area related to the teaching assignment
- professional degree in an area related to the teaching assignment
- minimum of ten (10) years post-high school professional training in an area related to the teaching assignment
- minimum of ten (10) years of college teaching in an area related to the teaching assignment
- minimum of ten (10) years of relevant professional experience in an area related to the teaching assignment

2. Teaching, Advising, and Related Duties

Associate Professors demonstrate positive and consistent teaching, show evidence of continuing efforts to improve their teaching, and demonstrate effective course-related student advising skills. Associate Professors serve as educational and/or artistic leaders within the College and Conservatory. In addition, Associate Professors meet the standards listed in **Appendix A, "Standards of Teaching, Advising and Related Duties."** Refer to **Appendix B, Evaluation of Teaching, Advising, and Related Duties"** for examples of items that may be considered for self and chair evaluations.

3. Service to the College (required of Full-time Associate Professors only)

Associate Professors make contributions to the artistic and/or educational goals of the College and Conservatory, commensurate with the rank Associate Professor. Not required of part-time faculty members, but contributions in the area of service to the college may be viewed favorably for promotion to Associate Professor. See **Appendix 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 national and/or regional visibility for the faculty member's accomplishments. For examples of items that may be considered for self and chair evaluations, see **Appendix D "Service to the Profession."**

5. Professional Development

Associate Professors demonstrate evidence of continuing research activities supporting effective teaching and learning in an area related to the teaching assignment and at a level and quality commensurate with the rank.

An approved program of professional development is required as consideration for promotion to Associate Professor. See item #7 directly below. See **Appendix E, "Professional Development."** *For promotion to Associate Professor, see below.*

6. Reappointment

Full-time Associate Professors must meet the criteria in items 1 through 5 above to be reappointed.

Part-time Associate Professors must meet the criteria in items 1, 2, 4, and 5 above to be reappointed.

Chairs and deans make a recommendation about reappointment based on the faculty member's performance during the period of appointment immediately prior to the submission of the reappointment request by the faculty member.

7. Promotion to Associate Professor

A Full-time Assistant Professor may apply for promotion to Associate Professor during their sixth (6th) year as Assistant Professor by not later than October 15 of that academic year. To be promoted to Associate Professor, an Assistant Professor must be functioning at the level of an Associate Professor for at least one (1) year immediately prior to the promotion application, including making contributions in the area of service to the profession. For complete requirements see Article 19, *Promotion - Full-Time Faculty* in the Faculty Contract Agreement.

A Part-time Assistant Professor may apply for promotion to Associate Professor if they have completed 12 semesters (not including the Five-Week Music Performance Intensive program) as a part-time Assistant Professor. The promotion dossier is due on or before October 15. To be promoted to Associate Professor, an Assistant Professor must be functioning at the level of an Associate Professor for at least one (1) year immediately prior to the promotion application, including making contributions in the area of service to the profession. For complete requirements, see Article 20, *Promotion - Part-Time Faculty* in the Faculty Contract Agreement.

In addition, the Assistant Professor must have completed a program of professional development approved by the faculty member's department chair. The program must be completed before submitting the promotion application and is typically completed during the year prior to submitting the application. See "Some examples of department chair approved programs of Professional Development" in **Appendix E, "Professional Development"**.

Note: Years of employment in rank for full-time Assistant Professors or semesters of employment in rank for part-time Assistant Professors for the purposes of promotion consideration begin as of September 1, 2016 for faculty who became members of the bargaining unit pursuant to the certification of representative issued on June 13, 2017.

Use for:

- Reappointment as Assistant Professor
- Promotion to Assistant Professor

Assistant Professor – Full-time and Part-time

1. Education/Degrees/Professional Training

Assistant Professors have achieved a minimum of two of the following criteria:

- Bachelor's Degree in an area related to the teaching assignment; plus thirty (30) hours of graduate study toward an additional advanced degree
- Master's Degree in an area related to the teaching assignment
- professional degree in an area related to the teaching assignment
- minimum of eight (8) years post-high school professional training in an area related to the teaching assignment
- minimum of eight (8) years of college teaching in an area related to the teaching assignment
- minimum of eight (8) years of relevant professional experience in an area related to the teaching assignment

2. Teaching, Advising, and Related Duties

Assistant Professors demonstrate positive and consistent teaching, show evidence of continuing efforts to improve their teaching, and demonstrate effective course-related student advising skills. In addition, Assistant Professors meet the standards listed in **Appendix A, "Standards of Teaching, Advising and Related Duties."** Refer to **Appendix B, Evaluation of Teaching, Advising, and Related Duties"** for examples of items that may be considered for self and chair evaluations.

3. Service to the College (required of Full-time Assistant Professors only)

Assistant Professors make contributions to the artistic and/or educational goals of the College and Conservatory, commensurate with the rank of Assistant Professor. Not required of part-time faculty members, but contributions in the area of service to the college may be viewed favorably for promotion. See **Appendix C, "Service to the College."**

4. Service to the Profession

Assistant Professors make contributions to the profession commensurate in quality and quantity with the rank of Assistant Professor; such contributions usually include regional visibility for the faculty member's accomplishments. Not required for reappointment, but contributions in the area of service to the profession apply to faculty members being evaluated for promotion to Associate Professor. Contributions also may be viewed favorably for evaluation. See below in item #7. For examples of items that may be considered for self and chair evaluations, see **Appendix D "Service to the Profession."**

5. Professional Development

Assistant Professors demonstrate evidence of continuing research activities supporting effective teaching and learning in an area related to the teaching assignment and at a level and quality commensurate with the rank. See **Appendix E, "Professional Development."**

Not required of part-time Assistant Professors, but professional development activities may be viewed favorably for evaluation.

6. Reappointment

Full-time Assistant Professors must meet the criteria in items 1, 2, 3, and 5 above to be reappointed.

Part-time Assistant Professors must meet the criteria in items 1 and 2 above to be reappointed.

Chairs and deans make a recommendation about reappointment based on the faculty member's performance during the period of appointment immediately prior to the submission of the reappointment request by the faculty member.

7. Promotion to Assistant Professor – Schedule

A Full-time Instructor **must** apply for promotion to Assistant Professor during their sixth (6th) year as Instructor by not later than October 15 of that academic year. To be promoted to Assistant Professor, an Instructor must be functioning at the level of an Assistant Professor for at least one (1) year immediately prior to the promotion application. For complete requirements see Article 19, *Promotion - Full-Time Faculty* in the Faculty Contract Agreement.

A Part-time Instructor may apply for promotion to Assistant Professor if they have completed 12 semesters (not including the Five-Week Music Performance Intensive program) as a part-time Instructor. The promotion dossier is due on or before October 15. To be promoted to Assistant Professor, an Instructor must be functioning at the level of an Assistant Professor for at least one (1) year immediately prior to the promotion application. For complete requirements, see Article 20, *Promotion - Part-Time Faculty* in the Faculty Contract Agreement.

Note: Years of employment in rank for full-time Instructors or semesters of employment in rank for part-time Instructors for the purposes of promotion consideration begin as of September 1, 2016 for faculty who became members of the bargaining unit pursuant to the certification of representative issued on June 13, 2017.

Use for:

- Reappointment as Instructor

Instructor – Full-time and Part-Time

1. Education/Degrees/Professional Training

Instructors have achieved a minimum of two of the following criteria:

- Bachelor's Degree in an area related to the teaching assignment; plus thirty (30) hours of graduate study toward an additional advanced degree
- professional degree in an area related to the teaching assignment
- minimum of six (6) years post-high school professional training in an area related to the teaching assignment
- minimum of six (6) years of college teaching in an area related to the teaching assignment
- minimum of six (6) years of relevant professional experience in an area related to the teaching assignment

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 **Appendix A, "Standards of Teaching, Advising and Related Duties."** Refer to **Appendix B, "Evaluation of Teaching, Advising and Related Duties"** for examples of items that may be considered for self and chair evaluations.

3. Service to the College (required of Full-time Instructors only)

Instructors make contributions to the artistic and/or educational goals of the College and Conservatory, commensurate with the rank of Instructor. Not required of part-time faculty members, but contributions in the area of service to the college may be viewed favorably for promotion. See **Appendix 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. Not required of part-time Instructors, but professional development activities may be viewed favorably for evaluation. See **Appendix E, "Professional Development."**

6. Reappointment

Full-Time instructors must meet the criteria in items 1, 2, 3, and 5 above to be reappointed. Part-Time Instructors must meet the criteria in items 1 and 2 above to be reappointed.

Chairs and deans make a recommendation about reappointment based on the faculty member's performance during the period of appointment immediately prior to the submission of the reappointment request by the faculty member.

Appendix A

Standards of Teaching, Advising, and Related Duties for Faculty

Teaching

- Prepare syllabi as required with clearly stated objectives and policies applicable to the class.
- Make major objectives and lesson assignments clear.
- Adhere to the syllabus; correlate course objectives and outcomes with lesson assignments.
- Use class time effectively.
- Demonstrate an understanding of the historical and contemporary practices of the course topics and apply to course, as appropriate.
- Clearly explain and demonstrate concepts important to course objectives.
- Incorporate and relate techniques, examples, and methods in music, dance, or musical theater to the course content and practical application.
- Demonstrate the ability to apply knowledge effectively in instruction through dynamic inclusion of music, dance, or musical theater relevant to the particular class.
- Use performance, as appropriate, to demonstrate topics, techniques, and methods relevant to class.
- Present class materials in a well-planned and organized manner.
- Encourage critical thinking and analysis in class discussion.
- Encourage relevant student involvement.
- Create a stimulating atmosphere for learning in all classes and lessons and in which students are encouraged to ask questions.
- Assign homework, papers, and projects, that encourage critical thinking and analysis and allow students to demonstrate gained knowledge and achievement in the class.
- Assign appropriate outside work.
- Offer constructive specific comments/suggestions for improvement on student assignments, classwork, papers, projects, and exams.
- Display an open and professional attitude toward diversity of people, ideas, and approaches; be tolerant of viewpoints different from one's own; demonstrate an understanding of student viewpoints.
- Treat students with respect, civility, and sensitivity.

Department, Division, and Institutional Policies and Procedures

- Adhere to department, division, and institutional policies and procedures.
- Understand and support the educational mission and vision of the department, division, and institution.
- 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 accurate and current attendance records.
- Fulfill all scheduled teaching hours.
- Apply consistent grading criteria and standards, including in departmental multi-section course.
- Understand and apply departmental final exam procedures.
- Submit final grades and grade changes promptly by established deadlines.
- For cancelled classes, cover missed content and information in a timely manner; hold make-up classes if necessary in a timely manner.

- Submit complete and well-documented self-evaluation materials according to published deadlines.
- Display an open and professional attitude toward diversity of people, ideas, and approaches; be tolerant of viewpoints different from one's own; demonstrate an understanding of other's viewpoints.
- Treat people with respect, civility, and sensitivity.
- Share teaching insights with other faculty members and departmental administration through interactions with the department and/or division meetings.

Advising and Related Duties

- Schedule and hold office hours each week as specified in the Faculty Contract Agreement.
- Effective and informed course-related student advising.
- Satisfactory completion of committee assignments.
- As required, attendance at departmental assignments and meetings.
- As required, participate and satisfactorily complete pre-semester duties.
- As appropriate or required, attend student concerts, productions, juries or final project presentations, and other activities.

Appendix B

Evaluation of Teaching, Advising, and Related Duties of Faculty

Below are many examples of appropriate materials, activities, and knowledge for the self-evaluation of teaching, advising and related duties for faculty that a department chair may use to determine the teaching effectiveness of faculty.

- Clear and comprehensive course syllabi.
- Adherence to course syllabi and objectives.
- Effective and informed course-related student advising.
- Supplemental instructional and support materials developed by faculty member relevant to class placed on-line and/or distributed in class. Evidence of “authentic” design and assessment of student work (i.e., using real world-based projects and evaluation criteria).
- Student achievement of course competencies and outcomes as evidenced through course work, assignments, exams, projects, and course-related performances.
- Faculty member’s knowledge of technique and repertoire.
- Demonstration of incorporating and relating techniques, examples, and methods in music, dance, or musical theater to the course content and practical application.
- Demonstrating the ability to apply knowledge effectively in instruction through dynamic inclusion of music, dance, or musical theater relevant to the particular class.
- Examples of effective course and assignment design and evaluation of student work.
- Complete and well-documented self-evaluation by the faculty member (as required by the Faculty Contract Agreement)
- Student evaluations of course and teaching and other student input.
- Satisfactory completion of release time projects (not part of service to the college).
- Classroom observation by department chair and/or division dean.
- Demonstrated knowledge of course content through effective communication skills.
- Display an open and professional attitude toward diversity of people, ideas, and approaches; be tolerant of viewpoints different from one’s own; demonstrate an understanding of student viewpoints.
- Demonstration of consistent treatment of students with respect, civility, and sensitivity.
- Inclusion of relevant and meaningful classroom activities.
- Evidence of student achievement of course content and outcomes in course-related assignments, projects, performances, productions, etc.
- Observation of students’ public performances of related creative works.
- Student enrollment in the classes taught by the faculty member
- Participation in faculty development activities relevant to teaching assignments.
- Participation in Berklee-sponsored teaching/training seminars relevant to teaching assignments.
- Research in area of teaching.
- Attendance and participation at departmental meetings.
- Participation in curriculum projects.
- Impact of teacher training on teacher effectiveness.
- Satisfactory completion of release time projects.
- Evidence of local, national and/or international recognition in faculty member’s field of teaching expertise
- Relevant alumni input

The evaluation process will ensure that teaching performance is evaluated in terms of quality. Some examples of evaluative criteria which chairs may use to evaluate college service of faculty within their departments, include:

- Quality, usability and verification of materials.
- Quality of participation and contributions to activities, such as concerts, productions, clinics, recitals, composer/arranger workshops, lectures, etc.
- Assessments solicited from areas in which the faculty member has worked.
- Committee chair assessment of the faculty member's participation.
- Educational and personal leadership commensurate with rank.

In evaluating the quality of the faculty member's teaching, advising, and related duties, the chair considers the following and other similarly relevant questions:

To what extent and how effectively does the faculty member . . .

- 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?
- 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 on student papers, projects, and exams?
- consistently display an open and professional attitude toward diversity of people, ideas, and approaches?
- consistently treat all individuals with respect, civility, and sensitivity?
- consistently demonstrate an understanding and openness of student viewpoints?
- 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 by established deadlines?
- share teaching insights with other faculty members?
- schedule and maintain office hours?
- provide meaningful student advising?
- complete committee assignments?
- complete departmental assignments and attend meetings?
- complete registration assignments?
- attend student final project presentations?
- adhere to department, division, and institution policies and procedures?
- understand and support the educational mission of the department, division, and institution?
- support the instructional department with which the faculty member is primarily affiliated?
- submit self-evaluation materials according to published deadlines?
- consistently demonstrate educational and personal leadership commensurate with rank?

Appendix C

Service to the College

Below are examples of Service to the College materials and activities considered appropriate for college service assignment for full-time faculty members (subject to approval by the department chair) or voluntarily undertaken by the faculty member. There are likely other examples. Discuss other options with your department chair.

Materials

- Development of relevant curricular materials.
- Course revision materials.
- Music written, recorded, or compiled as college service.
- Set design documents for productions.
- Lighting design documents for productions.
- Costume design documents for productions.
- Directorial or choreographic storyboards for productions.
- Student advisee evaluations.
- Evaluations of concerts and recitals.
- Documentation of leadership and/or developmental activities in improvement of teaching and learning.

Activities

- Contributing in a meaningful manner to music, dance, or musical theater productions – producer, director, composer, arranger, conductor, choreographer, lighting design, set design, costume design, sound reinforcement, special effects, etc.
- Assigned departmental advisor (maintain log of students advised).
- Participation in approved faculty development activities.
- Presentation of learning outcomes derived from attendance at educational and/or professional seminars.
- High quality audio or video recordings of Berklee concerts or productions.
- Taking and publishing minutes of departmental or divisional meetings.
- Preparing and delivering committee reports.
- Participation in department CD projects.
- Planning and/or hosting Visiting Artists or Major Residencies clinics, workshops, lectures
- Presenting guest lecture or master class.
- Leadership or contribution to faculty development opportunities.
- Presentation of teacher training sessions.
- Participation in curriculum development.
- Administration of Berklee grants or contracts.
- Coaching of a composer/arranger project band.
- Acting as evaluator or juror at auditions and/or juries.
- Participation on departmental, division, or institution committees.
- Assigned recording or sound design projects.
- Participate in departmental course-related recitals.
- Advisor to student groups, including chapters of national associations.
- Working with student organizations.

- Approved release time projects.
- Institutional related work with community organizations.
- Interdisciplinary service.
- Attendance at student performances, as assigned by chair.
- Participation in research or assessment activities and projects.
- Participation in writing across the curriculum.
- Next-semester registration period assignments, including advising, testing, placement, and/or auditions.
- Other relevant activities.

Appendix D

Service to the Profession

Below are examples of Service to the Profession materials and activities considered appropriate for self-evaluation for faculty members and which department chairs may use in the evaluation of a faculty member's service to the profession. There are likely many other examples. Discuss other options with your department chair.

In evaluating the Service to the Profession activities undertaken by the faculty member, the chair considers the quality, appropriateness, and relevance of the activities commensurate with the rank of the faculty member.

- Creation of works, such as theatrical works, film, choreographed works, compositions, arrangements, and/or productions related to faculty member's area of expertise, which are performed and/or published
- Contributing in a meaningful manner to external music, dance, or musical theater productions – producer, director, composer, arranger, conductor, choreographer, lighting design, set design, costume design, crew member, sound reinforcement, special effects design and realization, etc.
- Performer in concerts/performances/productions as an individual, or part of a group.
- Research or publication in faculty member's area of teaching responsibility.
- Written works, such as books, chapters, monographs, journal articles, reviews, criticism, translations.
- Editing professional publications, planning, coordinating or directing professional publications of research/creative activity.
- Recording, mixing, or mastering engineer for audio recordings.
- Sound design for video, film, multimedia, etc.
- Relevant software or technology development
- Participation with manufacturers in product development.
- 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.
- Academic research in faculty member's primary area of teaching responsibility
- 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 for external competitions in music, dance, musical theater, drama, literature, slam poetry, etc.
- Serving as a peer reviewer.
- Leadership participation in scholarly, professional, or governmental organizations in one's primary area of teaching responsibility
- Other professional service in one's field to the local, national, and/or international community.
- Contributing to and/or editing academic and non-academic publications.
- Papers presented to professional groups.
- Professionally related or Berklee related work with community organizations.

- Leadership / participation at professional meetings related to faculty member's area of teaching.
- 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.
- Citation in published works.
- Album credits.
- Endorsements by instrument makers.
- Musical / performance reviews.
- Planning, coordinating or directing workshops, presentation of papers, and seminars related to faculty member's area of teaching.
- Offices held in professional organizations.
- Grants and contracts written / awarded.
- Awards for research and creative work.
- Community service.
- Evidence of local, national and / or international recognition in faculty member's field of teaching expertise.
- Other relevant activities

Appendix E

Professional Development

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

- 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 music, dance, or music theater organizations or companies; relevant technology manufacturers; or by Berklee personnel.
- 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.
- Reviews of teaching by an appropriate faculty member or staff member.

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.