

DEPARTMENT OF MUSIC
PROMOTION AND TENURE CRITERIA
FOR
TEACHING EFFECTIVENESS

The University, the College of Liberal Arts, and the Department of Music view teaching effectiveness as the most critical aspect in the panoply of faculty responsibilities. A candidate for promotion or tenure may demonstrate teaching effectiveness through classroom, studio, and ensemble instruction; individual and ensemble coaching; advising; curriculum development; student retention; and collegiality.

I. Empirical Evidence of teaching effectiveness may include:

- A. Teaching portfolio which may include materials such as videotaped examples of classroom teaching, ensemble rehearsal, and/or studio teaching; examples of student work including examinations, term papers, compositions, or arrangements; and student/ instructor evaluations. As per the faculty handbook “Faculty members may voluntarily choose to report numerical results from the nationally-normed instrument and/or the specific department assessment form(s) for evidence of teaching effectiveness in personnel decisions (such as promotion, tenure, merit pay, termination, etc.). Faculty members may not be compelled to submit student evaluation results for these purposes. Instead, however, faculty members should describe their responses to the numerical results and/or students’ written comments.” If summary data or comments are voluntarily submitted, the committee may request the raw data for verification. The Faculty Handbook continues: “It is, however, improper for individuals or committees to draw inferences about the presence or absence of such data’. (From Chapter 3. Section C. Teaching Classroom Practices, Subsection 10: Student Evaluation of Instruction)
- B. Peer evaluation should include at least two current recommendations by colleagues of equal or higher rank, one of which must be a colleague in the Department of Music. Chair’s evaluations may be included in either category but are not mandatory.

II. Additional evidence of planning and preparation:

- A. Syllabi of new courses created and approved at the department and college level
- B. Syllabus revisions and/or course outlines defining student expectations, course outcomes, and means of evaluation approved at the departmental level
- C. Course materials including handouts, reading lists, bibliographies, etc.
- D. Sample examinations and quizzes

- E. Attendance at teaching seminars or conferences and integration of teaching techniques, materials, and/or strategies into the instructional process.
- F. Submission of repertoire and/or library acquisition lists
- G. Regular and periodic involvement in elementary and secondary schools
- H. Receipt of awards for meritorious teaching
- I. The facilitation of guest artists or lecturers on campus
- J. Receipt of internal or external grant for teaching enhancement
- K. Unpublished books, articles, or monographs designed for pedagogical application in the curriculum

III. Student achievement and student supervision as a measure of teaching effectiveness

- A. Documentation of academic or musical awards, honors, or scholarships bestowed upon students of the faculty member
- B. Documentation of students' acceptance into competitive graduate schools or conservatories, participation in workshops or festivals, or successful entry into professional positions (locally, regionally, or nationally)
- C. Evidence of student achievement of defined outcomes (applied music competencies, exit examinations, proficiency exams, course outcomes, etc.)
- D. Supervision of graduate theses and supporting papers
- E. Supervision of creative projects at any level
- F. Supervision of independent studies or Honors projects
- G. Accompanying students in rehearsals or performance
- H. Performing in ensembles with students
- I. Acting as faculty sponsor for student academic organizations

Performance Levels

Definitions:

Area = "Teaching Effectiveness", "Professional Growth", or "Service to the University"

Category = broad topics represented by Roman numerals "I", "II", etc.

Subcategory = specific activities represented by a capitol letter ("A", "B", etc.) and any further subdivisions

The Retention, Promotion and Tenure Committee of the Department of Music will evaluate the performance levels of promotion candidates. The word "sustained," as used in the phrase "significant and sustained achievement," refers to the total of teaching effectiveness activities. It is not expected that a candidate will have sustained activity in each identified area throughout the entire length of service at rank. Rankings are defined as follows:

Approved by Department: 8/21/2017
Approved by College Promotion & Tenure Committee: 10/12/2017
Approved by University Tenure & Promotion & Sabbatical Leave Advisory Committee: 2/16/2018
Approved by Provost: 4/06/2018

Outstanding: To achieve a performance level of "outstanding," the candidate must demonstrate significant and sustained achievement in all categories: both subcategories of Category I (A-B), four subcategories in Category II), and five subcategories in Category III.

Superior: To achieve a performance level of "superior," the candidate must demonstrate significant and sustained achievement in all three categories: both subcategories of Category I, three subcategories of Category II, and four subcategories of Category III.

Good: To achieve a performance level of "good," the candidate must demonstrate significant and sustained achievement in all three categories: both subcategories of Category I, two subcategories of Category II, and three subcategories of Category III.

Unsatisfactory: The candidate has not met the requirements for a ranking of "Good."

DEPARTMENT OF MUSIC
PROMOTION AND TENURE CRITERIA
FOR
PROFESSIONAL GROWTH

Faculty in the Department of Music demonstrate professional growth through scholarly activities which include research, scholarship, and creative endeavors which are oriented toward the academic programs of the Department and its collegially established goals and objectives.

- I. Research: intended to create new knowledge, utilize existing and new knowledge, and/or apply existing and new knowledge to pedagogical settings
 - A. Publication of books or articles in professional journals, magazines, or other print or digital media, either juried or refereed* (see next page)
 - B. Presentations of scholarly papers, research findings, or lectures at international, national, regional, or state and local meetings of learned societies or professional organizations
 - C. Performance and presentation of lecture-recitals which reflect the purposes of research defined above
 - D. Completed scholarly works in review or in press
 - E. Receipt of internal or external grants to enhance research
 - F. Non-peer reviewed books or articles in professional journals, magazines, or other print or digital media

- II. Scholarship: intended to update and extend an area of expertise within the professional life of a faculty member
 - A. Advanced academic study (courses, seminars or workshops) in the discipline or in fields relating to the discipline
 - B. Active participation in professional organizations in faculty member's discipline
 1. As a panelist, moderator, or officer
 2. Attendance at international, national, regional or state conferences, conventions, workshops, or seminars
 - C. Individual professional study or coaching with a recognized expert in the field
 - D. Participation as a course, seminar or workshop presenter or adjudicator

- III. Creative activity: the creation and/or performance of a tangible artistic or aesthetic product subject to judgment by public and peers via the mediums of performance, show, publication, display, or exhibit.* (see next page) In general, performing faculty are expected to perform both on-campus

and off-campus on a regular basis (not exclusively one or the other). Performing faculty may include a rationale in their dossier for their performance activities when they do not follow these expectations.

- A. Performance as a solo recitalist in an academic setting or on a series.
- B. Performance as a soloist, accompanist or member of an academic or professional chamber or large ensemble.
- C. Conducting or performing in a chamber or large ensemble of a professional caliber in an academic or professional setting, which extends beyond the principal responsibilities of the faculty member to the institution.
- D. Composition of works for academic or professional performers or performance groups.
- E. Coaching, directing, designing, or producing activities in a professional setting outside this institution
 - 1. Coaching performers for presentation on the musical stage
 - 2. Designing presentations, shows, or entertainments
 - 3. Producing presentations, shows, or entertainments
- F. Recording musical works for commercial distribution or pedagogical purposes.
- G. Publication of the results of creative endeavors
- H. Performances accepted for radio broadcast
- I. Receipt of internal or external grant to enhance creative activity

Performance levels

* For promotion to Associate and Full Professor, the candidate must demonstrate peer reviewed publication(s) or invited or juried performances off-campus (in addition to on-campus performances). "Peer review" in the field of music performance occurs in the selection process before, and leads to, the actual performance. A written or published public or peer review is not required but may be included. Examples of "invited" performances include conducting or performing on an established concert series; a performance with an established professional soloist, chamber music ensemble, or choir; a performance funded by state agencies or other professional agencies and/or touring programs; a performance resulting from peer-reviewed or juried proposals, sample CD's, or demonstration recordings submitted to the presenting agency; a performance sponsored by a university or other agency.

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Rankings are defined as follows:

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Outstanding: To achieve a performance level of "outstanding," the candidate must demonstrate significant and sustained achievement in any four subcategories and must include "peer reviewed publications and/or juried performances off campus" as described above.

Superior: To achieve a performance level of "superior," the candidate must demonstrate significant and sustained achievement in any three subcategories and must include "peer reviewed publications and/or juried performances off campus" as described above.

Good: To achieve a performance level of "good," the candidate must demonstrate significant and sustained achievement in any two subcategories.

Unsatisfactory: The candidate has not met the requirements for a ranking of "Good."

DEPARTMENT OF MUSIC
PROMOTION AND TENURE CRITERIA
FOR
UNIVERSITY SERVICE

The individual faculty member's contributions to the University and the community in time and talent should be considered when a review for promotion or tenure is in progress. While such activities may often fall outside the realm of "scholarly endeavor," such work remains an essential part of a faculty member's responsibilities in the Department of Music and should be acknowledged even when that service is compensated.

Special letters of support, solicited or unsolicited, from University faculty (other than Music Department faculty), community persons, or students may be submitted.

- I. Recruiting and Retention: The candidate must demonstrate an ongoing and active commitment to and involvement in the recruitment and retention of students for the Department of Music. Recruiting, for example, may be demonstrated through performance as a soloist or performance in an ensemble off-campus. Recruiting may also be carried out through the presentation, teaching, or facilitation of workshops; through approved school visitations and clinics; or through active involvement in on- or off-campus College Fairs or Show-Me Days. Retention activities, for example, may include student tutoring, regular academic advising and/or intervention activities, or student advocacy activities (See VI. below). The granting of load credit for recruitment or retention activities does not preclude these activities from being considered for promotion or tenure purposes.
- II. Committee Membership: committee service constitutes a vital service to the institution and empirical evidence of sustained work on departmental, college, University, or Faculty Senate committees will be deemed an asset in consideration for promotion. An example of empirical evidence would be a letter from the chairperson of that committee defining the candidate's contributions to the committee.
- III. Special Performance: The participation by the candidate in musical performances which are a part of official University functions is encouraged. Similarly, assistance given by the Department of Music faculty in concerts, recitals, operas, musicals, festivals, commencement or similar activities on campus shall be considered an important contribution to the University and to the community-at-large.
- IV. Interdisciplinary Activities: A significant number of music faculty members assist other University departments by providing musical expertise and supervision in various productions. Such

commendable activity by the candidate provides an important liaison with departments outside the music discipline.

- V. **Administrative Duties:** Any administrative duties, such as management of funds or personnel, performed by the candidate should be considered as important contributions to the Department and the University.
- VI. **Advising, Counseling, and Non-academic Student Organization Sponsorship:** A candidate for promotion or tenure may show evidence of advising and/or counseling activity within the Department. In addition, faculty sponsorship of honorary music sororities and fraternities or other student professional organizations will be favorably considered.
- VII. **Off-campus Activities:** Tours, clinics, programs, speaking engagements, non-credit continuing education classes, and workshops will be viewed as special service to the University. Such activities, in addition to enhancing recruiting activities, extend the credibility of our Department within the state and the nation. Similarly, off-campus musical concerts serve as a vehicle for cultural outreach.
- VIII. **Special Professionally-related Community Service:** Because the Department of Music plays an active role in training amateur musicians in the community, special service by faculty in local community performing organizations is desirable. Such contributions can include active musical participation in a local church or membership in the Municipal Band. In addition, faculty fill an important role as teachers of private students in the community. This category might include teaching in the Southeast Music Academy or the Summer Music Camps. The Music Department recognizes these activities as service to the University.
- IX. **University Advancement:** the Department of Music supports the work of the University Advancement by connecting and networking with supporters, patrons, and alumni of the university. Examples of Departmental support would include providing entertainment for dinners and social functions; assistance in fundraising efforts; inviting alumni and donors to campus for University Advancement-sanctioned events; connecting with alumni in concert settings; etc. This support of University Advancement provides a useful service to the university as a whole, and also assists the Department of Music to build its audiences and remain connected with its alumni..

Performance Level

The Retention, Promotion and Tenure Committee of the Department of Music will evaluate the performance levels of promotion candidates. The word "sustained," as used in the phrase "significant and sustained achievement," refers to the total amount of service activities. It is not

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expected that a candidate will have sustained activity in each identified category throughout the entire length of service at rank. Rankings are defined as follows:

Outstanding: To achieve a performance level of "outstanding," the candidate must demonstrate significant and sustained achievement in any six or more service categories listed above, and must include recruiting and committee membership.

Superior: To achieve a performance level of "superior," the candidate must demonstrate significant and sustained achievement in any five or more service categories listed above, and must include recruiting and committee membership.

Good: To achieve a performance level of "good," the candidate must demonstrate significant and sustained achievement in any four categories listed above, one of which must be recruiting.

Unsatisfactory: The candidate has not met the requirements for a ranking of "Good."

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DEPARTMENT OF MUSIC
PERFORMANCE LEVEL
FOR
ADVANCEMENT IN RANK

Professor

To advance to the rank of Professor, the candidate must receive a minimum rating of:

1. “Outstanding” in Teaching Effectiveness, and
2. “Outstanding” in either Professional Growth or Service to the University and
3. “Superior” in either Professional Growth or Service to the University

Associate Professor and Tenure

To advance to the rank of Associate Professor, the candidate must receive a minimum rating of:

1. “Outstanding” in Teaching Effectiveness, and
2. “Superior” in both Professional Growth and Service to the University

Assistant Professor

To advance to the rank of Assistant Professor, the candidate must receive a minimum rating of:

1. “Superior” in Teaching Effectiveness, and
2. “Superior” in either Professional Growth or Service to the University and
3. “Good” in either Professional Growth or Service to the University

Candidates for Post Professorial Merit are expected to meet or exceed the minimum levels set forth for the rank of Professor.

RNTT Merit Criteria are listed in a separate document.

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