

## Reappointment, Tenure, and Promotion Policy

### Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Department of Music Performance Studies

#### **Criteria and Standards Used in APRs and EPRs of QRF in Years One-Six**

##### **Annual Performance Review (APR)**

###### 1. Evidence of Effective Teaching

All of the following are required:

- Acceptable student evaluations. Combined average of all courses during the evaluation period of 3.0 or higher on a 5-point scale.
- Acceptable peer teaching observations (preponderance of positive comments and the absence of significant concerns)
- Evidence of studio recruitment activity

In addition, faculty must demonstrate successful activity in at least 3 of the following (or the equivalent):

- Record of directed graduate students
- Student achievements
- Teaching projects and/or awards
- Continuing refinement of course syllabi
- Development of a new course and/or innovation in teaching
- Attendance at conferences and workshops
- Other professional development activities that enhance teaching
- Guidance of students in clinical or internship settings
- External teaching in master classes, music festivals or other associated venues

###### 2. Record of University/Community and Professional Service

Faculty members must demonstrate active involvement in University/Community and Professional Service in the categories listed below. It is not expected that a faculty member must engage in all of the activities listed in any given year, but multiple activities are expected. The quality and the effectiveness of service is deemed most important, regardless of the number of activities or their locations.

- Records of membership on committees
- Collegiate recruitment activity
- Musical outreach activities
- Involvement in professional organizations and/or societies
- Or the equivalent

## **Enhanced Performance Review (EPR)**

### 1. Evidence of Effective Teaching

A consistent pattern of performance across the three-year period is required in all of the following:

- Acceptable student evaluations. Combined average of all courses during the evaluation period of a 4.0 or higher on a 5-point scale
- Acceptable peer teaching observation (preponderance of positive comments and the absence of significant concern)
- Evidence of successful studio recruitment activity
- Record of directed graduate students
- Continuing refinement of course syllabi
- Other professional development activities that enhance teaching

In addition, faculty must demonstrate successful activity across the three-year period in at least 2 of the following (or the equivalent):

- List of student achievements
- List of teaching projects and/or awards
- Development of new courses and/or innovations in teaching
- Guidance of students in clinical or internship settings
- External teaching in master classes, music festivals or other associated venues

### 2. Record of University/Community and Professional Service

Faculty members must demonstrate a continued active and effective involvement in University/Community and Professional Service in the categories listed below. It is not expected that a faculty member must engage in all of the activities listed. The quality and the effectiveness of the professional service is deemed most important, regardless of the number of activities or their locations.

- Records of membership on committees
- Collegiate recruitment activity
- Musical outreach activities
- Involvement in professional organizations and/or societies

- Or the equivalent

### **Procedures for Creation and Submission of QRF APR and EPR Materials**

#### **Annual Performance Review (APR) of QRF (Art. 14, sec. 6.2.3)**

1. The APR is based on the previous academic year's performance and is conducted in the fall semester following the academic year being evaluated. Faculty undergoing an APR must compile a dossier of activities and evidence according to the criteria and standards listed above. The Department Chair provides the deadline for submission of the dossier according to the Evergreen calendar provided by the Office of the Provost. The dossier is the primary document used by the Department Chair in completing the APR.

The Department Chair also collects all peer and student evaluations as part of the review. Peer evaluations are weighted more heavily than the student evaluations, but with special attention given to cases of non-confirmation between the two.

#### **Enhanced Performance Review (EPR) of QRF (Art. 14, sec. 6.2.4)**

1. Enhanced Performance Reviews shall require the QRF member compile a dossier consisting of their curriculum vitae and the following additional supporting materials:
  - Past two APR evaluations from the Department Chair
  - Teaching and Service Narratives
  - Student Evaluations
  - Peer teaching observations for the previous two years (see Peer Review in APR)
  - Other artifacts of the faculty member's choosing demonstrating teaching and service effectiveness in relation to departmental criteria
  - Other artifacts of the faculty member's choosing demonstrating professional activity, which may or may not include scholarly/creative activity activities

### **Unit Faculty Involvement in the QRF APR/EPR Processes**

Peer Review is a vital part of the RTP process in the Department and is accomplished in two ways. The first are peer-teaching reviews. Each area faculty member evaluates the teaching of their area colleagues on forms provided by the Chair. In addition, all tenured faculty and QRFs at a higher rank evaluate the teaching and service of QRF-Assistant Professors. The anonymity of each evaluator is preserved.

The second method is peer teaching observations, which are conducted in the following manner. QRF faculty members are observed twice per academic year (once in the Fall and once in the Spring) by two members from the department Promotion and Tenure Committee. Those conducting the evaluations will schedule a time for the observation

with the probationary faculty member. The faculty member being observed should strive to schedule students, ensembles or classes of various majors and abilities levels. A written evaluation of each lesson or class observed is submitted to the department chair. The written evaluations are shared with the faculty member being observed, who may choose to write a response, reflection, or rebuttal.

### **Criteria and Standards used in QRF Promotion Review**

#### **Criteria for Promotion from QRF-Assistant Professor to QRF-Associate Professor**

1. A Master's degree or equivalent from an accredited college or university is required.
2. Evidence of Effective Teaching

A consistent pattern of performance across the six-year period is required in all of the following:

- Acceptable student evaluations: combined average of all courses during the evaluation period of 4.00 or higher on a 5-point scale
  - Acceptable peer teaching observations (preponderance of positive comments and the absence of significant concern)
  - Successful recruitment efforts and demonstration of enrollment and retention of talented students where applicable
  - Success of students in presentation of required performances, including juries, recitals, and ensembles
  - Record of student achievements
  - Successful completion of student projects, theses and/or graduate examinations
  - Instructional development through continued attention to refinement of course syllabi and improvement of instruction
  - Demonstrated record of professional development activities
3. Evidence of effective University/External Community and Professional Service  
For promotion, a faculty member must demonstrate effective activity in each of the categories listed below, although equal activity in each category is not required. The quality and the effectiveness of service is deemed most important, regardless of the number of activities or their locations.
    - Evidence of membership and active involvement on department, college, or university committees or other university service projects.
    - Demonstrated active participation in professional service activities.
    - Collegiate recruitment activity
    - Musical outreach activities
    - Or the equivalent

Faculty members applying for promotion to QRF-Associate Professor may include evidence of other professional activity, which may or may not include scholarly/creative activity.

### **Criteria for Promotion from QRF-Associate Professor to QRF-Professor**

1. A Master's degree or equivalent from an accredited college or university
2. Evidence of effective teaching

A consistent pattern of performance across the six-year period since the last promotion is required in all of the following:

- Acceptable student evaluations: combined average of all courses during the evaluation period of 4.00 or higher on a 5-point scale.
- Established recruitment efforts and demonstration of enrollment and retention of talented students where applicable
- Established record of success of students in presentation of required performances, including juries, recitals, and ensembles
- Established record of student achievements
- Consistent record of completion of student projects, theses and/or graduate examinations
- Consistent record of instructional development through continued attention to refinement of course syllabi and improvement of instruction
- Established record of continual professional development activities

3. Evidence of University/Community and Professional Service.

For promotion, a faculty member must demonstrate effective activity in each of the categories listed below, although equal activity in each category is not required. The quality and the effectiveness of service is deemed most important, regardless of the number of activities or their locations.

- Evidence of membership and active involvement on department, college, or university committees or other university service projects.
- Sustained record of active participation in professional service activities.
- Collegiate recruitment activity
- Musical outreach activities
- Or the equivalent

Faculty members applying for promotion to QRF-Professor may include evidence of other professional activity, which may or may not include scholarly/creative activity.

## **Procedures for Creation and Submission of QRF Promotion Materials**

Candidates for promotion to QRF-Associate Professor and QRF-Professor will submit a dossier that will include the following items:

- Curriculum vitae
- APR and EPR evaluations
- Teaching portfolio with a narrative statement
- Student evaluations
- Syllabi
- Other artifacts demonstrating teaching effectiveness
- Service portfolio containing a service narrative and supporting documentation of service effectiveness.

## **Criteria and Standards Used in APRs and EPRs of TTF**

### **Annual Performance Review (APR)**

#### 1. Evidence of Effective Teaching

All of the following are required:

- Acceptable student evaluations. Combined average of all courses during the evaluation period of 3.0 or higher on a 5-point scale.
- Acceptable peer teaching observations (preponderance of positive comments and the absence of significant concerns)
- Evidence of studio recruitment activity

In addition, faculty must demonstrate successful activity in at least 3 of the following (or the equivalent):

- Record of directed graduate students
- Student achievements
- Teaching projects and/or awards
- Continuing refinement of course syllabi
- Development of a new course and/or innovation in teaching
- Attendance at conferences and workshops
- Other professional development activities that enhance teaching
- Guidance of students in clinical or internship settings
- External teaching in master classes, music festivals or other associated venues

## 2. Evidence of Scholarly/Creative Activity

Faculty members are expected to demonstrate and provide evidence of building a balanced portfolio of scholarly/creative activity from the categories listed below.

- Publications
- Performances in local, regional, national/international venues
- Research projects

While there is no expectation of scholarly/creative activity outcomes in all areas in each year of the APR process, there is an expectation of scholarly/creative activity outcomes over time.

## 3. Record of University/Community and Professional Service

Faculty members must demonstrate active involvement in University/Community and Professional Service in the categories listed below. It is not expected that a faculty member must engage in all of the activities listed in any given year. The quality and the effectiveness of service is deemed most important, regardless of the number of activities or their locations.

- Records of membership on committees
- Collegiate recruitment activity
- Musical outreach activities
- Involvement in professional organizations and/or societies
- Or the equivalent

## **Enhanced Performance Review (EPR)**

### 1. Evidence of Effective Teaching

A consistent pattern of performance across the three-year period is required in all of the following:

- Acceptable student evaluations. Combined average of all courses during the evaluation period of a 4.0 or higher on a 5-point scale
- Acceptable peer teaching observations (preponderance of positive comments and the absence of significant concern)
- Evidence of successful recruitment activity
- Student enrollment/retention data
- Record of directed graduate students
- Continuing refinement of course syllabi
- Other professional development activities that enhance teaching

In addition, faculty must demonstrate successful activity across the three-year period in at least 4 of the following (or the equivalent):

- Student achievements
- Dates of admission and graduation of directed graduate students
- Teaching awards and distinctions
- Development of new courses or improvement of existing courses
- Innovation in the effective use of instructional technology and resources to promote active student learning
- Independent studies offered to students
- Professional development activities such as conferences and workshops
- Academic advising services provided to students
- Guidance of students in clinical settings, internships or co-operative work experiences
- Special projects that contribute towards effective teaching
- External teaching in music festivals, invited master classes, and other associated venues

## 2. Evidence of Scholarly/Creative Activity

There is evidence of work towards a balanced portfolio of Tier 1 – Tier 3 activity, and the candidate is building an emerging reputation in the field.

### MUSP Three-Tiered Model

Tier 1	Peer reviewed activity <ul style="list-style-type: none"> <li>- National/international performances</li> <li>- National/international festival/conference appearances</li> <li>- National/international presentations</li> <li>- Recording release</li> <li>- Publications (articles, books, compositions)</li> <li>- Research/performance grants</li> <li>- Adjudication</li> </ul>	Peer reviewed activity implies an invitation from a significant professional entity (organization, institution, publication, etc.) to participate in the given activity. Reviews and/or assessment of the activity from professionals in the field also constitute peer review.  Tier 1 activity is especially prestigious and significant, determined by the venue and audience or sponsoring organization.
Tier 2	Professional Activity on and off campus	Significant professional activity that does not meet the standard for peer reviewed activity in Tier 1.



	<ul style="list-style-type: none"> <li>- National/international, regional and selected local performances</li> <li>- FAS recitals</li> <li>- National/international festival/conference appearances</li> <li>- National/international presentations</li> <li>- Recording release</li> <li>- Publications (articles, books, compositions)</li> <li>- Research/performance grants</li> <li>- Adjudication at major events where is truly an honor to be invited</li> </ul>	<p>Tier 2 activity is determined by venue and audience and typically will include:</p> <ul style="list-style-type: none"> <li>• Activity that is initiated by the faculty member</li> <li>• Measured recruitment value (engagement with music teachers, schools, and potential students)</li> <li>• Activity resulting from a faculty member's professional reputation</li> <li>• Representing BGSU as faculty member</li> </ul>
Tier 3	<p>Professional activity on and off campus</p> <ul style="list-style-type: none"> <li>- Local and regional performances</li> <li>- Local/regional presentations</li> </ul>	<p>Professional activity that does not meet the standard for Tier 2.</p> <p>Tier 3 activity is determined by venue and audience that typically will include:</p> <ul style="list-style-type: none"> <li>• Activity initiated by the faculty member or invitations from community based organizations</li> <li>• Unmeasured recruitment value (engagement with music teachers, schools, and potential students)</li> <li>• Representing BGSU as faculty member</li> <li>• Personal gain could be a primary factor in accepting invitation or not</li> </ul>
Below Threshold	<p>Professional and/or Non-Professional Activity on and off campus</p> <ul style="list-style-type: none"> <li>- Local and regional performances</li> <li>- Community outreach</li> </ul>	<p>Activity that does not meet the standard for Tier 3.</p> <p>This category includes activity that is considered primarily for personal gain or that falls into the category of Service.</p> <ul style="list-style-type: none"> <li>- Gigs as freelance artist with little or no educational emphasis</li> <li>- Performances at public schools</li> <li>- Performances at SMI or other similar events</li> <li>- Social Events</li> </ul>

Scholarly/creative activity may include any of a wide variety of activities, depending upon the field of specialization and the interests of the faculty member. It is expected that faculty will pursue research or professional activities appropriate to their field of specialization and will achieve recognition among their peers in one or more such fields of activity through an ongoing and sustained scholarly/creative activity agenda. In addition, a candidate may request that the Department consider other evidence of achievement in scholarly/creative activity that is appropriate to their specific case.

Domains used in the evaluation of scholarly/creative activity fall into four categories:

- Performance and performance-related activity
- Publications in peer-reviewed settings
- Extramural support for scholarly/creative activity
- Institutional outreach

*Performance and performance-related activity (on and off campus)*

It is important that faculty are engaged in scholarly/creative activity at the local, regional, national/international levels. Although location is a factor, the venue and audience shall be considered the primary determinant of merit ascribed to a particular activity.

Descriptions of venue and audience should be included in the candidate's application for tenure.

Performance indicators considered in the evaluation of scholarly/creative activity may include appearances on or off-campus as a:

- Speaker, panelist, or clinician
- Conductor
- Soloist or ensemble member
- Stage director
- Director of a workshop or institute
- Performer on recordings
- Reviews of performances given
- Performances and/or publications as composer or original works, transcriptions, or arrangements

*Publications in peer-reviewed settings*

Publications in peer-reviewed settings are especially significant. Evidence to be considered in the evaluation publications may include:

- Publications as author, co-author, editor, or translator of books
- Chapters in books or articles
- Reviews of publications/recordings subjected to substantial peer review
- Other non-print material

### *Extramural Support of Scholarly/Creative Activity*

While no specific quantity of extramural research support is required for tenure, performance indicators for such activity include:

- Commissions of musical compositions, transcriptions or arrangements
- Applying for and obtaining internal or external funds for research, development, or instructional improvement
- Agency reviewer's evaluations of proposals
- Performance of duties as principal investigator for funded projects

### *Institutional Outreach*

Performance indicators used in the evaluation of Institutional Outreach are selected from:

- Consultant to or on behalf of educational institutions
- Professional associations or government agencies when it is clearly an honor to have been selected
- Adjudicator in major competitions when it is clearly an honor to have been selected
- Invited external teaching/presentations (master classes, conferences, etc.) when it is clearly an honor to have been selected

### 3. Record of University/Community and Professional Service

Domains used in the evaluation of service fall into two primary categories: university affairs and external community service, and professional service. Service in university affairs includes an expectation of participation in activities in the Department, College, and University. It is not expected that a faculty member will engage in all of the activities listed under any category. Neither is it expected that a faculty member will be equally active in each of the two categories. The quality and the effectiveness of the activity are most important regardless of the location or category of the activity. It is also expected that faculty members will demonstrate professionalism in performing assignments.

Specific performance indicators used in the evaluation of service may be selected from the following (or equivalent):

#### University and Community Service

- Student recruitment activities for the College of Musical Arts (required)
- Membership on committees (required)
- Off-campus presentations in public schools, or universities
- Clinics, adjudication, and master classes
- Involvement in clubs, organizations, and activities promoting faculty-student interaction
- Active involvement and/or mentorship with alumni

- Production and coordination of significant special events or projects
- Participation in university, college, or departmental projects to assess the effectiveness of teaching and learning
- Leadership positions held

#### Professional Service

- Records of affiliations with appropriate professional associations
- Records of service to private or extramural funding agencies
- Attendance at professional meetings and conferences
- Professional recognitions
- Organization of professional conferences
- Presentations and moderating sessions at professional conferences
- Writing external reviews for promotion and tenure

Faculty are expected to engage in College service. This is important because of the University's commitment to service and to enriching the cultural life of the community, and also because these activities support student recruitment. Examples of this type of service may include off-campus presentations in public schools, conventions and conferences, clinics, adjudications, and master classes. Although many of these activities can be considered in the category of scholarly/creative activity, they may also at times be seen as service to the University and profession.

### **Procedures for Creation and Submission of TTF APR and EPR Materials**

#### **Procedure for Annual Performance Review (APR) of TTF (Art. 14, sec. 7.2.3)**

The APR is based on the previous calendar year's performance and is conducted in the spring semester following the calendar year being evaluated. Faculty undergoing an APR must compile a dossier of activities and evidence according to the criteria and standards listed above. The Department Chair provides the deadline for submission of the dossier according to the Evergreen calendar provided by the Office of the Provost. The dossier is the primary document used by the Department Chair in completing the APR.

The Department Chair also collects all peer and student evaluations as part of the review. Peer evaluations are weighted more heavily than the student evaluations, but with special attention given to cases of non-confirmation between the two.

#### **Procedure for Enhanced Performance Review (EPR) of TTF (Art. 14, sec. 7.2.4)**

1. Enhanced Performance Reviews shall require the TTF member compile a dossier consisting of their curriculum vitae and the following additional supporting materials:

- Past APR evaluations from the Department Chair
- Teaching, Scholarly/Creative Activity, and Service Narratives
- Student Evaluations
- Peer teaching observations for the previous two years (see Peer Review in APR)

Other artifacts of the faculty member's choosing demonstrating teaching, scholarly/creative activity, and service effectiveness in relation to departmental criteria.

### **Unit Faculty Involvement in the TTF APR/EPR Processes**

Peer Review is a vital part of the RTP process in the Department and is accomplished in two ways. The first are peer-teaching reviews. Each area faculty member evaluates the teaching of their area colleagues on forms provided by the Chair. In addition, all tenured faculty members evaluate the teaching, scholarly/creative activity, and service of all probationary tenure-track faculty. The anonymity of each evaluator is preserved.

The second method is peer teaching observations, which are conducted in the following manner. Probationary tenure-track faculty members are observed twice per academic year (once in the Fall and once in the Spring) by two members from the department Promotion and Tenure Committee. Those conducting the evaluations will schedule a time for the observation with the probationary faculty member. The faculty member being observed should strive to schedule students, ensembles or classes of various majors and abilities levels. A written evaluation of each lesson or class observed is submitted to the department chair. The written evaluations are shared with the faculty member being observed, who may choose to write a response, reflection, or rebuttal.

### **Criteria and Standards Used in TTF Tenure and Promotion Review**

#### **Standards for Tenure (Art. 14, sec. 7.3)**

Tenure evaluations in the Department of Music Performance Studies will be based on three criteria: evaluation of teaching effectiveness, evaluation of scholarly/creative activity, and evaluation of service effectiveness. Beginning in the first year of a teaching appointment, faculty should create and maintain an up-to-date dossier that contains written records pertaining to departmental domains. The dossier will be the primary source of information for the evaluation of teaching, scholarly/creative activity, and service.

#### 1. Evidence of Effective Teaching

A consistent pattern of performance across the six-year period is required in all of the following:

- Acceptable student evaluations. Combined average of all courses during the evaluation period of a 4.0 or higher on a 5-point scale
- Acceptable peer teaching observation (preponderance of positive comments and the absence of significant concern)
- Evidence of successful recruitment activity
- Student enrollment/retention data
- Record of directed graduate students
- Continuing refinement of course syllabi
- Other professional development activities that enhance teaching

In addition, faculty must demonstrate successful activity across the six-year period in at least 4 of the following (or the equivalent):

- Student achievements
- Dates of admission and graduation of directed graduate students
- Teaching awards and distinctions
- Development of new courses or improvement of existing courses
- Innovation in the effective use of instructional technology and resources to promote active student learning
- Independent studies offered to students
- Professional development activities such as conferences and workshops
- Academic advising services provided to students
- Guidance of students in clinical settings, internships or co-operative work experiences
- Special projects that contribute towards effective teaching
- External teaching in music festivals, invited master classes, and other associated venues

#### 1. Evidence of Scholarly/Creative Activity

There is evidence of work towards a balanced portfolio of Tier 1 – Tier 3 activity, and the candidate is building an emerging reputation in the field.

### MUSP Three-Tiered Model

Tier 1	Peer reviewed activity <ul style="list-style-type: none"> <li>- National/international performances</li> <li>- National/international festival/conference appearances</li> <li>- National/international presentations</li> </ul>	Peer reviewed activity implies an invitation from a significant professional entity (organization, institution, publication, etc.) to participate in the given activity. Reviews and/or assessment of the activity from professionals in the field also constitute peer review.
--------	--	---

	<ul style="list-style-type: none"> <li>- Recording release</li> <li>- Publications (articles, books, compositions)</li> <li>- Research/performance grants</li> <li>- Adjudication</li> </ul>	Tier 1 activity is especially prestigious and significant, determined by the venue and audience or sponsoring organization.
Tier 2	<p>Professional Activity on and off campus</p> <ul style="list-style-type: none"> <li>- National/international, regional and selected local performances</li> <li>- FAS recitals</li> <li>- National/international festival/conference appearances</li> <li>- National/international presentations</li> <li>- Recording release</li> <li>- Publications (articles, books, compositions)</li> <li>- Research/performance grants</li> <li>- Adjudication at major events where is truly an honor to be invited</li> </ul>	<p>Significant professional activity that does not meet the standard for peer reviewed activity in Tier 1.</p> <p>Tier 2 activity is determined by venue and audience and typically will include:</p> <ul style="list-style-type: none"> <li>• Activity that is initiated by the faculty member</li> <li>• Measured recruitment value (engagement with music teachers, schools, and potential students)</li> <li>• Activity resulting from a faculty member's professional reputation</li> <li>• Representing BGSU as faculty member</li> </ul>
Tier 3	<p>Professional activity on and off campus</p> <ul style="list-style-type: none"> <li>- Local and regional performances</li> <li>- Local/regional presentations</li> </ul>	<p>Professional activity that does not meet the standard for Tier 2.</p> <p>Tier 3 activity is determined by venue and audience that typically will include:</p> <ul style="list-style-type: none"> <li>• Activity initiated by the faculty member or invitations from community based organizations</li> <li>• Unmeasured recruitment value (engagement with music teachers, schools, and potential students)</li> <li>• Representing BGSU as faculty member</li> <li>• Personal gain could be a primary factor in accepting invitation or not</li> </ul>

Below Threshold	Professional and/or Non-Professional Activity on and off campus <ul style="list-style-type: none"> <li>- Local and regional performances</li> <li>- Community outreach</li> </ul>	Activity that does not meet the standard for Tier 3. <p>This category includes activity that is considered primarily for personal gain or that falls into the category of Service.</p> <ul style="list-style-type: none"> <li>- Gigs as freelance artist with little or no educational emphasis</li> <li>- Performances at public schools</li> <li>- Performances at SMI or other similar events</li> <li>- Social Events</li> </ul>
-----------------	---	--

Scholarly/creative activity may include any of a wide variety of activities, depending upon the field of specialization and the interests of the faculty member. It is expected that faculty will pursue research or professional activities appropriate to their field of specialization and will achieve recognition among their peers in one or more such fields of activity through an ongoing and sustained scholarly/creative activity agenda. In addition, a candidate may request that the Department consider other evidence of achievement in scholarly/creative activity that is appropriate to their specific case.

Domains used in the evaluation of scholarly/creative activity fall into four categories: performance and performance-related activity, publications in peer-reviewed settings, extramural support for scholarly/creative activity, and institutional outreach.

*Performance and performance-related activity (on and off campus)*

It is important that faculty are engaged in scholarly/creative activity at the local, regional, national/international levels. Although location is a factor, the venue and audience shall be considered the primary determinant of merit ascribed to a particular activity. Descriptions of venue and audience should be included in the candidate's application for tenure.

Performance indicators considered in the evaluation of scholarly/creative activity may include appearances on or off-campus as a:

- Speaker, panelist, or clinician
- Conductor
- Soloist or ensemble member
- Stage director
- Director of a workshop or institute
- Performer on recordings
- Reviews of performances given
- Performances and/or publications as composer or original works, transcriptions, or arrangements



*Publications in peer-reviewed settings*

Publications in peer-reviewed settings are especially significant. Evidence to be considered in the evaluation publications may include:

- Publications as author, co-author, editor, or translator of books
- Chapters in books or articles
- Reviews of publications/recordings subjected to substantial peer review
- Other non-print material

*Extramural Support of Scholarly/Creative Activity*

While no specific quantity of extramural research support is required for tenure, performance indicators for such activity include:

- Commissions of musical compositions, transcriptions or arrangements
- Applying for and obtaining internal or external funds for research, development, or instructional improvement
- Agency reviewer's evaluations of proposals
- Performance of duties as principal investigator for funded projects

*Institutional Outreach*

Performance indicators used in the evaluation of Institutional Outreach are selected from:

- Consultant to or on behalf of educational institutions
- Professional associations or government agencies when it is clearly an honor to have been selected
- Adjudicator in major competitions when it is clearly an honor to have been selected
- Invited external teaching/presentations (master classes, conferences, etc.) when it is clearly an honor to have been selected

The specific criteria for evaluating teaching effectiveness, scholarly/creative activity, and service are listed in the following section Criteria for Promotion.

## 2. Record of University/Community and Professional Service

Domains used in the evaluation of service fall into two primary categories: university affairs and external community service, and professional service. Service in university affairs includes an expectation of participation in activities in the Department, College, and University. It is not expected that a faculty member will engage in all of the activities listed under any category. Neither is it expected that a faculty member will be equally active in each of the two categories. The quality and the effectiveness of the activity are most important regardless of the location or category of the activity. It is also expected that faculty members will demonstrate professionalism in performing assignments.

Specific performance indicators used in the evaluation of service may be selected from

the following (or equivalent).

#### University and Community Service

- Student recruitment activities for the College of Musical Arts (required)
- Membership on committees (required)
- Off-campus presentations in public schools, or universities
- Clinics, adjudication, and master classes
- Involvement in clubs, organizations, and activities promoting faculty-student interaction
- Active involvement and/or mentorship with alumni
- Production and coordination of significant special events or projects
- Participation in university, college, or departmental projects to assess the effectiveness of teaching and learning
- Leadership positions held

#### Professional Service

- Records of affiliations with appropriate professional associations
- Records of service to private or extramural funding agencies
- Attendance at professional meetings and conferences
- Professional recognitions
- Organization of professional conferences
- Presentations and moderating sessions at professional conferences
- Writing external reviews for promotion and tenure

Faculty are expected to engage in College service. This is important because of the University's commitment to service and to enriching the cultural life of the community, and because these activities have important student recruitment. Examples of this type of service may include off-campus presentations in public schools, conventions and conferences, clinics, adjudications, and master classes. Although many of these activities can be considered in the category of scholarly/creative activity, they may also at times be seen as service to the University and profession.

### **Criteria for Promotion from Assistant Professor to Associate Professor**

1. A Doctorate of Musical Arts or Masters of Music with commensurate professional experience or equivalent.
2. Demonstrated ability as an effective teacher  
A consistent pattern of performance across the six-year period is required in all of the following:

- Acceptable student evaluations with combined average of all courses during the evaluation period of 4.00 or higher on a 5-point scale
  - Acceptable peer teaching observations with demonstration of good teaching and efforts to improve pedagogical techniques
  - Consistent and effective recruitment efforts
  - Success of students in presentation of required performances, including juries, recitals, and ensembles
  - Continued attention to refinement of course syllabi and improvement of instruction
  - Record of professional development activities
3. Demonstrated ability to conduct scholarly/creative activity within the discipline
- Performance/presentations/publications in local, regional, national/international venues
  - Active involvement in all three tiers of the three-tiered model
  - Minimum of three events in Tier 1 and five in Tier 2
  - Positive external reviews
4. Evidence of active involvement in all of the following University/External Community and Professional Service
- Evidence of membership and active involvement on Department, College, or University committees or other University service projects
  - Demonstrated active participation in professional service activities
  - Demonstrated collaboration with others and sharing of responsibilities

### **Criteria for Promotion from Associate Professor to Professor**

1. A Doctorate of Musical Arts or Masters of Music with commensurate professional experience
2. Established reputation as an effective teacher
  - Student evaluations: combined average of all courses during the evaluation period of 4.00 or higher on a 5-point scale since the evaluation to Associate Professor
  - Sustained record of effective recruitment
  - Sustained record of success of students in presentation of required performances, including juries, recitals, and ensembles
  - Special accomplishments of students (graduate school and employment placements, placement in competitions, other honors or awards)
  - Sustained record of professional development activities
3. Established reputation to conduct scholarly/creative activity within the discipline

- Sustained and distinguished record of performance/presentations/publications in local, regional, national/international venues
  - Sustained active involvement in all three tiers of the three-tiered model with substantial activity in Tier 1 since the last evaluation to Associate Professor
  - Positive external reviews
4. Evidence of significant service to the university, community, and the profession
- Sustained and distinguished record of membership and active involvement on department, college, or university committees or other university service projects
  - Sustained participation in professional service activities
  - Demonstrated collaboration with others and sharing of responsibilities

### **Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials**

The Office of the Provost shall determine the timeline for submission of promotion materials yearly. The chair will notify bargaining unit faculty members of College of Musical Arts internal deadlines.

The creation of the promotion file shall be consistent with the guidelines provided by the Office of the Provost. TTF members should compile a dossier consisting of their curriculum vitae and the following additional supporting materials:


- Past APR evaluations from the Department Chair
- Teaching, Scholarly/Creative Activity, and Service Narratives
- Student Evaluations
- Peer teaching observations for previous years since the last review
- Other artifacts of the faculty member's choosing demonstrating teaching, scholarly/creative activity, and service effectiveness in relation to departmental criteria


The primary responsibility of preparing the promotion and/or tenure dossier used in providing documentation of activity rests with the faculty member, although he or she should work closely with the chair to compile a file that is complete and accurate. Faculty are encouraged to seek assistance from other sources in preparing their credentials, such as consulting with other faculty who have already received promotion/tenure, attending workshops and reviewing guidelines provided by the Provost's office that can be found online. Clearly it is in the best interest of the candidate to present credentials in a concise, organized and professional manner, eliminating extraneous materials that may detract from the file.


*Department Procedures for External Evaluation*

External reviews are used to help evaluate a candidate's scholarly/creative activity. The Chair solicits suggestions for appropriate external reviewers from the candidate and members Department Promotion and Tenure Committee. After compiling the lists of names, the candidate is given an opportunity to veto two names and indicate any names of close friends or associates, former teachers or others who may not be able to offer an objective review. The Chair makes the final decision as to which reviewers will be invited to submit an evaluation and makes all necessary arrangements for compiling the reviews by the appropriate deadlines. Those chosen to submit reviews will include individuals from a list provided by the candidate as well as individuals from the departmental Promotion and Tenure Committee. At least one reviewer must be selected from each list, with three to six letters included in the file. Using materials submitted by the candidate and chair, the external reviewers write evaluations concerning the candidate's quality and breadth of work and the impact this work has in the candidate's discipline.

Approved by the Department of Music Performance Studies at the December 9, 2016 faculty meeting.

Approved:   
[Laura Melton \(Aug 4, 2021 12:36 EDT\)](#)  
 \_\_\_\_\_  
 Laura Melton, Chair, Music Performance Studies      Date \_\_\_\_\_

Approved:   
[William Mathis \(Aug 4, 2021 16:47 EDT\)](#)  
 \_\_\_\_\_  
 Bill Mathis, Dean, College of Musical Arts      Date \_\_\_\_\_

Approved:   
[Joe Whitehead \(Aug 13, 2021 10:57 EDT\)](#)  
 \_\_\_\_\_  
 Joe B. Whitehead, Jr., Ph.D.      Date \_\_\_\_\_  
 Provost and Senior Vice President