Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: **Department of Musicology, Composition, and Theory**

I. Academic Unit Criteria and Standards Used in APRs and EPRs of NTTF in Years One-Six

NTTF in the department are evaluated according to the domains specified in their assigned workload. The weight given to each should reflect the proportion of that domain in the workload. Note that NTTF appointments across the department are generally 100% teaching; thus, contributions in areas other than the assigned workload are not required but can be included if the candidate feels that they better define her/his contribution to the teaching mission.

A. Evaluation of Teaching

1. Teaching effectiveness is measured using a combination of all peer teaching evaluations, quantitative and qualitative student course evaluations, and evidence for the development and/or updating of course content along with its delivery (other information as outlined below may also be considered). Aggregate quantitative scores from student course evaluations should typically be average or better (3 or better on the department's student course evaluation scale). Written comments from student course evaluations and peer evaluations conducted by faculty members of higher rank than the candidate (minimum one per year) should be generally positive. For EPRs, a pattern of improvement or sustained excellence over the three-year period is desirable as is evidence of good-faith response to appropriate concerns that have been expressed in an official capacity (i.e., previous APRs).

2. Further measures of teaching effectiveness that may be taken into consideration include the following (or equivalent): completed graduate degree committee or undergraduate honors project committee responsibilities; completed advisement of independent studies; guest teaching; collegium direction; major student accomplishments resulting from faculty member's teaching; teaching awards; significant adjustment to/improvement of courses; participation in professional development with focus on pedagogy; artifacts that demonstrate teaching effectiveness (such as syllabi, sample student work, etc.).

II. Academic Unit Procedures for Creation and Submission of NTTF APR and EPR Materials

For APRs, NTTF should provide the Chair with their curriculum vitae (CV) at least one month prior to the University deadline for APR memos to be submitted by Chairs. The department will collate the quantitative and qualitative student evaluations and peer teaching evaluations.

For EPRs, the candidate should make their materials available to the voting faculty and the Chair to review by the University deadline. Candidates will supply a copy of their CV. The department will collate the quantitative and qualitative student evaluations and the peer evaluations. Candidates must collate their other supporting materials, including but not limited to their statement of teaching philosophy (no more than four single-spaced pages in length), course materials, and other evidence of teaching effectiveness. Candidates are encouraged to integrate into their teaching statements the ways in which their research and/or service activities inform their teaching contributions. Candidates must upload their documents into the university reporting system for electronic review by the voting faculty and Chair.

The schedule and deadlines necessary for completing the performance reviews under this section shall comply with the timelines required by the Office of the Provost.

III. Unit Faculty Involvement in the NTTF APR Process

Annual Performance Reviews (APRs) shall be conducted by the Department Chair.

IV. Academic Unit Criteria and Standards used in NTTF Promotion Review

NTTF in the department are evaluated according to the domains specified in their assigned workload. The weight given to each should reflect the proportion of that domain in the workload. Note that NTTF appointments across the department are generally 100% teaching; thus, contributions in areas other than the assigned workload are not required but can be included if the candidate feels that they better define her/his contribution to the teaching mission.

A. Criteria for Promotion from Instructor to Lecturer

1. Shall hold the terminal degree in the content area appropriate to the academic unit of appointment unless otherwise stipulated in the candidate's initial hiring contract. This will usually be the PhD or DMA, although a Master's degree or JD may be appropriate for those appointed to the Music Industry faculty.

2. Evaluation of Teaching

    a. Teaching effectiveness is measured using a combination of peer teaching evaluations, quantitative and qualitative student course evaluations, and evidence for the development and/or updating of course content along with its delivery (other information as outlined below may also be considered). Aggregate quantitative scores from student course evaluations should be consistently average or better (3 or better on the department's student course evaluation scale). Written comments from student course evaluations and peer evaluations conducted by faculty members of higher rank than the candidate (typically one per year) should be primarily positive. Artifacts, such as syllabi, student projects, presentations or assessment data, should demonstrate that the

candidate uses effective modalities in the classroom and that courses are continually being reviewed and updated when needed. A plan for professional development and a trend of improvement in the metrics (or sustained excellence) over the considered years are desirable, as is evidence of action take to address appropriate concerns that have been expressed in an official capacity (i.e., previous APRs). Constructive contributions to the development of curriculum initiatives will also be valued.

b. The successful candidate will provide evidence of at least two of the following (or equivalent): Further measures of teaching effectiveness that may be taken into consideration: completed graduate degree committee or undergraduate honors project committee responsibilities; completed advisement of independent studies; guest teaching; collegium direction; major student accomplishments resulting from faculty member's teaching; teaching awards; significant adjustment to/improvement of courses; participation in professional development with focus on pedagogy; mentorship of graduate students in teaching and pedagogy; teaching-related publications and/or presentations.

B. Criteria for Promotion from Lecturer to Senior Lecturer

1. Shall hold the terminal degree in the content area appropriate to the academic unit of appointment unless otherwise stipulated in the candidate's initial hiring contract. This will usually be the PhD or DMA, although a Master's degree or JD may be appropriate for those appointed to the Music Industry faculty.

2. Evaluation of Teaching

a. Teaching effectiveness is measured using a combination of all peer teaching evaluations, quantitative and qualitative student course evaluations, and evidence for the development and/or updating of course content along with its delivery (other information as outlined below may also be considered). Aggregate quantitative scores from student course evaluations must be average or better (4 or 5 on the department's student course evaluation scale). Written comments from student course evaluations and peer evaluations conducted by faculty members of higher rank than the candidate (typically one per year) must be predominantly positive. Artifacts, such as syllabi, student projects, presentations or assessment data, should demonstrate that the learning outcomes are being met, that courses are being continually reviewed and updated where needed, and that the candidate uses effective modalities in the classroom. A trend of improvement in the metrics (or sustained excellence) since the last promotion is obligatory, as is a plan for continued professional development. Constructive contributions to the development of curriculum initiatives will also be valued.

b. The successful candidate will provide evidence of at least 4 of the following (or equivalent): completed graduate degree committee or undergraduate honors project committee responsibilities; completed advisement of independent studies; guest teaching; collegium direction; major student accomplishments resulting from faculty member's teaching; teaching awards; significant adjustment to/improvement of courses; participation in professional development with focus on pedagogy; mentorship of graduate students in teaching and pedagogy; teaching-related publications or presentations.

V. Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

NTTFs applying for promotion should make their materials available to the voting faculty and the Chair to review by the University deadline. Candidates will supply a copy of their CV. The department will collate the quantitative and qualitative student evaluations and the peer evaluations. Candidates must collate their other supporting materials, including but not limited to their statement of teaching philosophy (no more than four single-spaced pages in length), course materials, and other evidence of teaching effectiveness. Candidates are encouraged to integrate into their teaching statements the ways in which their research and/or service activities inform their teaching contributions. Candidates must upload their documents into the university reporting system for electronic review by the voting faculty and Chair.

The schedule and deadlines necessary for completing the performance reviews under this section shall comply with the timelines required by the Office of the Provost.

VI. Academic Unit Criteria and Standards Used in APRs and EPRs of TTF

The APR and EPR are the primary means for ensuring that a TTF is making sufficient progress toward tenure and promotion; therefore, it is important that the progress is steady over the entire probationary period and consistent with criteria for tenure and promotion outlined in the **Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review** section of this document.

A. Evaluation of Teaching

1. Teaching effectiveness is measured using a combination of all peer teaching evaluations, quantitative and qualitative student course evaluations, and evidence for the development and/or updating of course content along with its delivery (other information as outlined below may also be considered). Aggregate quantitative scores from student course evaluations should typically be average or better (3 or better on the department's student course evaluation scale). Written comments from student course evaluations and peer evaluations conducted by faculty members of higher rank than the candidate (minimum one per year) should be generally positive. Artifacts,

such as syllabi, student projects, presentations or assessment data, should demonstrate that the candidate uses effective modalities in the classroom and that courses are continually being reviewed and updated when needed. A plan for professional development and a trend of improvement in the metrics (or sustained excellence) over the considered years are desirable, as is evidence of good-faith response to appropriate concerns that have been expressed in an official capacity (i.e., previous APRs). Constructive contributions to the development of curriculum initiatives will also be valued.

2. Further measures of teaching effectiveness that may be taken into consideration include the following (or equivalent): completed graduate degree committee or undergraduate honors project committee responsibilities; completed advisement of independent studies; guest teaching; collegium direction; major student accomplishments resulting from faculty member's teaching; teaching awards; significant adjustment to/improvement of courses; participation in professional development with focus on pedagogy; artifacts that demonstrate teaching effectiveness (such as syllabi, sample student work, etc.).

B. Evaluation of Research

1. Musicology/Ethnomusicology/Theory Areas

As they progress on the tenure track, successful candidates will demonstrate an accumulation of research activities that reflects a growth in productivity (both quality and quantity) over the probationary period. During the probationary period, candidates are launching their research careers, and thus manuscripts under review or revision will be counted toward research productivity along with the bulleted items below. Following a successful Enhanced Performance Review during the third year, successful candidates for the fourth- and fifth-year annual reviews will show sustained (or increased) research activity as well as research productivity, including the publication of peer-reviewed articles, book chapters, and the like. Note that, in general, greater weight will be given to (a) refereed publications over non-refereed ones and (b) top journals appropriate to the candidate's research. Specific statements on APRs and the EPR appear below:

a. APR: TTF will demonstrate evidence of continuing contribution to scholarship through a combination of the following (or equivalent):
    - Peer-reviewed book/monograph, edited or co-edited volume, journal articles, and/or book chapters submitted or accepted for publication
    - Presentation of work at international, national, and/or regional meetings

- Other valued research indicators include: publication with lesser peer review/invited publication; critical editions of music; published liner/program notes; review essays; serving as an editor; published translations of works; published reviews of the candidate's work; citations of candidate's work; grants (submitted and/or awarded); honors and awards received; conferences or sessions organized; completed field or archival research; performances

b. EPR ("third-year review"): Recognizing that research products often accumulate at an irregular pace, the criteria listed below (or the equivalent) serve as a target for progress toward tenure at this point in the candidate's probationary period:
    - one refereed or invited manuscript (book, book chapter, or article) published, accepted for publication, or accepted on condition of revisions OR equivalent from the following: critical editions of music; published liner/program notes; review essays; published translations of works; published reviews of the candidate's work; citations of candidate's work; grants (submitted and/or awarded); honors and awards received; conferences or sessions organized; completed field or archival research; performances, AND
    - three presentations OR two distinct presentations given at international, national, or regional meetings

2. Composition Area

As they progress on the tenure track, successful candidates will demonstrate an accumulation of creative/research activities that reflect a growth in productivity (both quality and quantity) over the six-year period.

a. APR: TTF will demonstrate evidence of a continuing contribution to scholarly/creative activities through a minimum of five performances of their original compositions plus achieve *one* of the following (or equivalent):

    - a regional or national radio broadcast;
    - a juried presentation or participation on a juried scholarly panel;
    - invited presentation or participation on a scholarly panel;
    - a scholarly book, recording, or concert review published in a reputable journal;
    - a scholarly blog post (hosted by a professional organization) or other short-format publication (for example, New Music Box, I Care if You Listen etc.);
    - a discipline-related publication or presentation aimed at a general audience (including, for example, program notes or liner notes or pre-performance lectures);

- received university-level or external grant support for publication and/or research;
- discipline-related performing or conducting (yours or someone else's work).

b. EPR: The following (or the equivalent) are minimum requirements:

- Premiere Performances: 1 premiere.
- Repeat Performances: 10 repeat performances, with at least 5 at international or national venues
- At least *one* of the accomplishments bulleted in the APR requirements above (or equivalent).
- At least one of the following (or equivalent):
    - a national or regional premiere;
    - the recording of an original composition commercially published by a reputable recording label on compact disc or online;
    - received a competitive grant, award, fellowship, or prize;
    - review of a composition, performance, or recording in a respected publication;
    - completed an invited national or regional residency (3 or more activities at one location);
    - an original composition or a scholarly book chapter authored or co-authored, published by a reputable publisher;
    - a full-length, peer-reviewed or invited article in any reputable journal;
    - organized a juried scholarly panel at a national conference (SCI National, SEAMUS, College Music Society, etc.) or highly selective regional conference (for example, SCI Regional, Electronic Music Midwest, etc.);
    - four to five of the items listed under APR requirements above (the same type of activity may be repeated, provided that the content changes—for example, two different conference presentation will count as two items).

C. Evaluation of Service

Faculty are expected to perform service, either by assignment, election, or self-nomination, in a quantity consistent with their assigned workload (generally 20% across the department). Contribution to Departmental, College, and/or University service should meet the candidate's allocation of effort. Committee assignments should be completed in their entirety and on time, and faculty should be involved in student recruitment. Service to the profession is desirable as it helps enhance and broaden the faculty member's

reputation. Service to the community that draws upon professional expertise is desirable but not necessary. Typical expectations of a probationary faculty member would include the following (or equivalent): participation in regular department and college activities; service on one college committee in their first two years; and pursuit of service opportunities at the university and professional levels.

VII. Academic Unit Procedures for Creation and Submission of TTF APR and EPR Materials

For APRs, TTF should provide the Chair with their curriculum vitae (CV) at least one month prior to the University deadline for APR memos to be submitted by Chairs. The department will collate the quantitative and qualitative student evaluations and peer teaching evaluations.

For EPRs, candidates should make their materials available to the voting faculty and the Chair to review by the University deadline. The department will provide candidates with collated quantitative and qualitative student evaluations and with copies of peer teaching evaluations. Candidates must provide their own CV as well as all other evidence of teaching effectiveness, including but not limited to their statement of teaching philosophy (no more than three single-spaced pages in length), course materials, and a summary of experience supervising undergraduate and graduate students (e.g., Honor's project, MM or DMA advising or committee membership). Dossiers should also include a research/creative activity statement (no more than three single-spaced pages in length), supported with scores and recordings; articles, books and/or book chapters (published or in press); and other evidence of scholarly/creative productivity. Finally, candidates shall include a statement of service philosophy (no more than three single-spaced pages in length) and relevant evidence of service activities. Candidates will upload their documents into the university reporting system for electronic review by the voting faculty and chair.

The schedule and deadlines necessary for completing the performance reviews under this section shall comply with the timelines required by the Office of the Provost.

VIII. Unit Faculty Involvement in the TTF APR Process

Annual Performance Reviews (APRs) shall be conducted by the Department Chair.

IX. Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review

A. Criteria for Tenure and Promotion to Associate Professor

Typically, candidates pursue tenure and promotion to Associate Professor simultaneously. Thus, the standards for tenure and for promotion to Associate Professor are the same. It is possible that a faculty member may be hired at the Associate Professor level without tenure; in this case, criteria for tenure are the same as below.

1. The candidate shall hold the appropriate doctoral degree, its equivalent, or (for those appointed to the Music Industry faculty), the terminal degree from an accredited university.

2. Tenure requires demonstrated achievement in the areas of teaching, research, and service consistent with the role of the faculty member in the Department. While the faculty member's role in the Department may emphasize one domain over another, in no case can achievement in one substitute for its lack in another. Criteria in the areas of teaching, research, and service include:

    a. Teaching

        1. Teaching—Teaching effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. During the probationary period, faculty should develop and maintain an effective, high-quality teaching program in all levels of their teaching. Evidence of teaching effectiveness includes, but is not limited to, all peer teaching evaluations conducted by faculty members of higher rank than the candidate (minimum one per year); quantitative and qualitative student course evaluations; course syllabi; examples of assignments, presentations, or student projects; grants for teaching; curriculum development; letters of recognition; teaching awards; and supervision of undergraduate and/or graduate research. Efforts to improve teaching skills and effectiveness in the classroom, such as attending teaching workshops, are encouraged. Evidence of action taken to address appropriate concerns that may have been expressed in an official capacity (i.e., previous performance reviews) is obligatory. Constructive contributions to the development of curriculum initiatives will also be valued. Evaluation guidelines include:

            a. Aggregate quantitative scores from student course evaluations must be average or better (3 or better on the department's student course evaluation scale), and written comments must be predominantly positive.

            b. Artifacts, such as syllabi, student projects, presentations or assessment data, should demonstrate that the candidate uses effective modalities in the classroom and that courses are continually being reviewed and updated when needed.

            c. Peer evaluations conducted by faculty members of higher rank than the candidate should illustrate improvement and/or reflect teaching excellence during the probationary period.

d. The candidate should be active in the mentoring of graduate students.

b. Research

1. Musicology/Ethnomusicology/Theory Areas:

a. Promotion from Assistant Professor to Associate Professor with tenure is based on convincing evidence that the candidate has developed an independent research identity and is on the path to establishing a national reputation in the field. The candidate's research record will ideally form a coherent whole, establishing the candidate as a recognized scholar in a specific topical area (though this does not preclude evaluation of research in a secondary area). The expected impact of the candidate's body of work on the field is also a relevant consideration. Note that MuCT faculty recognize the diversity of sub-disciplines and inter-disciplinary fields of inquiry in music scholarship and value them equally. The successful candidate will meet the performance indicators specified in b AND c below.

b. Research *productivity* is essential for candidates to be promoted to Associate Professor with tenure. Books published by a recognized scholarly or commercial press are desirable and may carry more weight than articles depending on the quality, length, and originality (i.e., the extent to which the content does not overlap with the candidate's previously published research). Journal quality is another leading indicator of the caliber of the scholarship produced by the candidate; thus greater weight will be given to top journals appropriate to the candidate's research. Generally, refereed publications are given greater weight than non-refereed publications. Book chapters are also desirable. Bearing all this in mind, candidates should at minimum have published (or have accepted for publication) by a recognized, peer-reviewed, and appropriate scholarly or commercial press either one book/monograph OR three of the following (or equivalent):

- an article in a refereed journal
- a book chapter in a refereed edited volume
- editorship or co-editorship of an edited volume

Each of these bulleted items may be counted more than once. For example, three articles in referred journals would fulfill the requirement.

c. Research *activity* signals eventual productivity and demonstrates an ongoing stream of scholarship. Thus, manuscripts under review will be considered, and those that have received an invitation to revise and resubmit will be viewed more favorably than those simply under review. Other relevant indicators of research activity include presentations at regional, national, and international meetings and invited talks, which attest to the reputation of the candidate. Bearing all this in mind, candidates should at minimum have given 4 distinct research presentations at regional, national, and/or international meetings (or equivalent).

d. Research productivity and activity in the fields of musicology, ethnomusicology, and music theory may not be limited to refereed publications. Other valued indicators, which are not required but may be included, are: non-refereed publications; critical editions of music; published liner/program notes; review essays; published translations of works; published reviews of the candidate's work; citations of candidate's work; grants (submitted and/or awarded); honors and awards received; conferences or sessions organized; completed field or archival research; performances.

e. External reviewers will evaluate the candidate's research record and their conclusions will be considered in the department's assessment of the candidate's research performance.

2. Composition Area

a. Promotion from Assistant Professor to Associate Professor with tenure is based on convincing evidence that the candidate has developed an independent research/creative activity identity and is on the path to establishing a national reputation in the field. The expected impact of the candidate's body of work on the field is also a relevant consideration. Note that MuCT faculty recognize the diversity of sub-disciplines and inter-disciplinary fields in music composition and value them equally.

b. Research/creative activity productivity is essential for candidates to be promoted to Associate Professor with tenure. Commercially published compositions (in print or recorded) are desirable. Performances of one's music is another leading indicator of the caliber of the candidate's research/creative activity; thus greater weight will be given to juried and invited

performances at regional, national, and international conferences and festivals. Bearing this in mind, candidates should exhibit continuing productivity since the three-year review, with the following accomplishments evidenced over the total time served to tenure:

- Premiere Performances: 4 national or international premieres
- Publications: 1 piece commercially published by a reputable recording label on compact disc or online
- Repeat Performances: 25 repeat performances at international or national venues

c. Research activity demonstrates an ongoing stream of research/creative activity. Other relevant indicators of research/creative activity include presentations at regional, national, and international conferences and festivals, invited talks, guest appearances, or residencies, all of which attest to the reputation of the candidate. Candidates should exhibit continuing activity since the three-year review, with the following accomplishments evidenced over the total time served to tenure:

- Five (5) Presentations, Papers Given, Academic Residencies from the following list: off-campus presentations on your own music, that of others or a related topic; papers presented at regional, national or international conferences; invited academic residencies (guest composer.)

d. Research productivity and activity in the field of music composition may include other valued indicators such as honors and awards received; grants (submitted and/or awarded); and/or written scholarly evidence including books, book chapters, published articles, reviews, and CD liner/program notes. Candidate evidence should include other valued indicators produced since the three-year review, with the following accomplishments evidenced over the total time served to tenure:

- Two (2) from this category at any level

e. External reviewers will evaluate the candidate's research record and their conclusions will be considered in the department's assessment of the candidate's research performance. Generally positive evaluations are expected, but, if there is disagreement among external reviewers, some negative statements should not be considered with greater weight than positive ones.

c. Service

Faculty are expected to perform service, either by assignment, election, or self-nomination, in a quantity consistent with their assigned workload (usually 20% across the department). Probationary faculty should show evidence of active, regular participation and contributions in three or more of the following since EPR:

- •Departmental, College, or University committees, including governing bodies, councils, special task forces, and review teams.
- •Evidence of leadership at the Department, College, University, or external level.
- •Involvement in student recruitment.
- •Professional organizations connected to the discipline at the local, regional, national, and/or international levels.
- •Community service and external activities that draw upon professional expertise.

B. Criteria for Promotion from Associate Professor to Professor

Promotion from Associate Professor to Professor is based on convincing evidence that the faculty member has achieved and can be expected to maintain a sustained record of excellence in teaching, research and service.

1. Evidence of teaching excellence

   a. Aggregate quantitative scores from student course evaluations must be above average (4 or 5 on the department's student course evaluation scale), and written comments from student course evaluations and peer evaluations conducted by faculty members of higher rank than the candidate (if available) must be predominantly positive.

   b. Demonstrated leadership in curricular and program development and in peer mentorship.

2. Evidence of excellence in research/creative activity

   a. In terms of scholarship and creative activity, there are various pathways to successful promotion to Full Professor. Uniting these pathways is the common thread of high scholarly/creative productivity and a national reputation in the field. A candidate might follow the traditional pathway of continued high scholarly/creative output during the five or six years following tenure and promotion to Associate, coupled with the achievement of stature in the field.

Another candidate's pathway could be more circuitous but would still be marked by sustained productivity over the past five or more years and recognition as a leader in the field. Regardless of path, successful candidates will present evidence of sustained compositional/research productivity, beyond that required for tenure in V.A.2.B.1.b–d or V.A.2.B.2.b–d (or equivalent), supporting a national or international profile.

b. External reviews must be predominantly positive.

3. Evidence of significant service

   a. The successful candidate will have a history of sustained service at all expected levels (to the department/college/university and to the profession) and of leadership roles in service to the field and/or university.

X. Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials

Candidates for tenure and/or promotion will make their materials available to the voting faculty and the Chair to review by the University deadline for submission. The department will provide candidates with collated quantitative and qualitative student evaluations and with copies of peer teaching evaluations. Candidates must provide their own CV as well as all other evidence of teaching effectiveness, including but not limited to their statement of teaching philosophy (no more than three single-spaced pages in length), course materials, and a summary of experience supervising undergraduate and graduate students (e.g., Honor's project, MM or DMA advising or committee membership). Dossiers should also include a research/creative activity statement (no more than three single-spaced pages in length), supported with scores and recordings; articles, books and/or book chapters (published or in press); and other evidence of scholarly/creative productivity. Finally, candidates shall include a statement of service philosophy (no more than three single-spaced pages in length) and relevant evidence of service activities. Candidates will upload their documents into the university reporting system for electronic review by the voting faculty and chair.

Approved by the Department of Musicology, Composition, and Theory at the November 3, 2017 Faculty Meeting

Nora Engebretsen _____ Date 11/7/17

Nora Engebretsen, Chair

Approved: _____ Date 12/5/17

William Mathis, Interim Dean of the College of Musical Arts

Approved: _____ Date 12/12/17

Rodney Rogers, Provost/ Senior VP