

**UNIVERSITY OF WISCONSIN-WHITewater**  
**DEPARTMENT OF MUSIC**

**GUIDELINES FOR FACULTY REAPPOINTMENT, PROMOTION, AND TENURE**

**Revised August 26, 2021**

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**I. Overview: Music Department Mission and Description**

**A. Department Mission and Goals**

*The mission of the University of Wisconsin-Whitewater Department of Music is to provide high quality undergraduate education for students preparing to teach, perform, or pursue advanced study through the efforts of faculty committed to excellence in teaching, scholarship, creative activities, and service. The Music Department also provides educational programs and cultural enrichment for university students, elementary and secondary students and their teachers, and members of the Whitewater community and surrounding region.*

**B. Commitment to Undergraduate Teaching**

The Music Department offers a Bachelor of Music degree with emphases in Music Education (Choral, General Music, and Instrumental), Performance, and Theory/Composition. We also offer a general degree, the Bachelor of Arts in Music, which requires a minor. All music majors have the opportunity to add specialized certificates in jazz, accompanying, theory, and history. In addition, the department serves a number of music minors. We also teach general university students, particularly through the core course, World of the Arts, general studies survey courses, and in numerous methods courses for early childhood and elementary education majors. A significant number of general students participate in our large and small ensembles.

Teaching takes distinctive forms in the Music Department, and occurs in several specialized settings. Each one of these settings carries certain pedagogical traditions and expectations. High quality classroom instruction for music majors, minors, and general students is central to our mission. In addition, students develop performance skills in musical ensembles that range from small, faculty-coached chamber groups to large, conductor-directed choirs, orchestras, and wind ensembles. The most individualized form of instruction is found in the applied lesson, scheduled weekly for all music majors. In this setting, the student and faculty member address technical skills, expressive interpretation, and habits of musicianship while learning repertoire appropriate to advanced study in one of nineteen areas of applied study (trumpet, violin, voice, piano, clarinet, etc.). Some of our faculty guide students in the creation of music as they learn to compose, arrange, or improvise. Others excel at helping students achieve high levels of music scholarship as they analyze, study, and evaluate music and musical performances. Juniors and seniors in music education are observed and critiqued in the field by faculty members who have had extensive experience in public school music education. Since many of our students are preparing to teach, faculty members take their roles as instructional models very seriously. Just as we expect our students to reflect on their own practice as teachers, music faculty regularly

critique and evaluate their work in these multiple teaching settings in order to make the students' experiences as intellectually rigorous and artistically stimulating as possible. Courses for general students and education majors rely upon a breadth of faculty knowledge in music and the other arts to provide imaginative and comprehensive general education for students in the five colleges that comprise the University.

### **C. Commitment to Research and Creative Activity**

The Music Department supports and upholds the teacher/scholar model in which faculty activities in teaching are highly integrated with faculty activities in research and creative activity. This model promotes the cross-fertilization of excellence in the classroom and expertise in a musical domain. Faculty members stay current in their respective fields through ongoing refinement of techniques, skills, and understandings. When appropriate to the faculty member's expertise and stated goals, these areas of expertise may encompass multiple dimensions of musical activity. These include music performance in solo, chamber, and large ensemble settings, conducting, composition, arranging, improvisation, and scholarly work in music theory, musicology, applications of technology, and music education.

### **D. Commitment to Service**

Service in the Music Department is also characterized by a breadth and variety of activities that benefit the department, college, University, and profession at large. In addition to participation in committees, service activities are often focused on the recruitment and retention of high quality students to the department, specific initiatives related to the curriculum, personnel, facilities, and programs, periodic reviews for accreditation, licensure, and campus audits, and other activities of positive impact to the department and its programs.

### **E. Relationship to Rules Governing Faculty Appointments and UW-Whitewater Campus Rules**

The Music Department follows the Standards and Procedures for Reappointment, Tenure, and Promotion outlined under UWS 3 of the Wisconsin Administrative Code and approved by the UW-Whitewater Faculty Senate. The following items clarify procedures or standards specific to the Music Department, but that do not contradict those outlined by the Faculty Senate.

### **F. Composition of the Music Department Personnel Committee**

The personnel committee of the Music Department shall consist of tenured associate professors and professors. When an associate professor is seeking promotion to professor, only the department's tenured professors will review the candidate's materials, conduct performance consultations, performance reviews, and forward the committee's decision to subsequent reviewers.

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## **II. Music Department Standards for Promotion to Associate Professor with Tenure, Promotion to Associate Professor for one who already has Tenure, and Awarding of Tenure to one who already has rank of Associate Professor**

Candidates will submit a portfolio according to university personnel rules and procedures showing evidence that the candidate has met the minimum standards in the following three categories: teaching, research/creative activity, and professional and public service. For the Music Department, these standards include:

1. A record of sustained effectiveness in teaching, and other teaching related responsibilities.
2. A record of a sustained pattern of professional research, creative and other professional activity at the state level and at the regional, national, or international level. This record should include evidence that the faculty member is achieving professional recognition through scholarly publications, papers, performances, presentations, or other works.
3. A demonstrated pattern of service to the department, campus, profession and public through various activities that take place outside the classroom.

### **TEACHING**

A. Teaching duties in the department encompass studio lessons, large and small ensemble directing, and student teacher supervision, as well as classroom courses for majors, minors, and general education students.

The committee will review student evaluation scores, peer observation reports, syllabi, student teaching supervision reports, and other documentation of teaching in order to verify that the candidate's teaching:

- uses appropriate level literature, readings, and teaching aids
- integrates recent developments of the field into course material
- conveys material that is substantial both in quality and quantity
- delivers group or individual instruction that enables students to competently make music (including performance, conducting, composing, arranging); study, understand and examine music, its influences, and its relationships (including history, theory); and/or teach music (including teaching skills, evaluation, and curriculum development)

#### **B. Peer observations of teaching**

1. Personnel Review Timetable. Peer observations of teaching will be scheduled during the period of review. The department chair will distribute a schedule and assignments for peer review to all members of the department 10 days after the first tenured faculty meeting of the year. This personnel review timetable will include deadlines for submission of materials and names of assigned observers.

2. Frequency. Each tenure-track faculty member will be observed once each semester by a promotion committee member in a rotation prepared each academic year by the chair.

3. Scheduling. The assigned observer shall contact the faculty member to set up a mutually agreeable time for the observation. It is highly recommended that observations be scheduled before the last two weeks of each semester.

4. Standards for teaching. Peer evaluations must demonstrate that the candidate consistently meets the standards for teaching in each of the areas addressed in the peer observation form (organization of subject matter, selection of content and materials, clear communication, effective use of time, command of the subject matter, and student engagement). For any areas of evaluation marked as “needs improvement,” the candidate must describe how changes in teaching have been implemented to meet the standard in the candidate’s narrative for the next performance consultation or performance review.

5. Documentation. The peer observation form shall be signed by both the candidate and the peer observer. A copy will be placed in the candidate’s personnel file. The candidate will be responsible for placing the original in the portfolio for review purposes.

#### C. Student evaluations of teaching

1. Frequency. Candidates for promotion will provide student evaluation data for every fall and spring term class during the period of review.

2. Appropriate forms. These student evaluations are available in various forms appropriate to the specific setting: classroom instruction, ensemble settings, studio instruction, and student teaching supervision.

3. Rating scale. Each student evaluation form contains items that address important dimensions of teaching in that setting. Students use a scale of 1-5 (very poor as 1; excellent as 5). Semester student evaluation averages are calculated by adding the average course scores for the semester and dividing that total by the number of courses taught that semester. Average student evaluation scores of 4.0 or above are expected for each semester during the period under review. For any student evaluation scores below 4.0, the candidate must address how changes in teaching have been implemented to meet the standard in the subsequent review. Student comments must be consistently positive. Consideration will be given for lower than average evaluation scores in required general education core offerings since these tend to have lower averages than music courses designed for majors and minors. Additional factors such as level of classes (undergraduate/graduate, lower division/upper division), size of class, new or existing preparation, degree requirement or elective, and percentage of returned student evaluations can be addressed in the narrative by the candidate when relevant.

D. Review of documentation of teaching. Candidates must show via course materials and syllabi how they have integrated recent developments in the field into teaching and that they have selected literature, readings, aids, and content of sufficient quantity and high quality.

E. Participation in activities related to teaching. The candidate must participate in two teaching improvement activities per year during the period of review, to include (but not be limited to) participation in staff development programs, co-teaching, attendance at professional conferences

or workshops related to teaching, and other relevant activities.

#### F. Minimum Required Portfolio Documentation

- Portion of the Narrative related to teaching
- Portion of the Document of Intent (Goals) related to teaching
- Portion of the Performance Evaluation Form related to teaching
- Peer Observation(s)
- Representative syllabi
- Quantitative student evaluation scores and all comments
- Representative student learning assessment tools (exam, assignment, etc.)

Other portfolio documentation may include:

- *Student learning assessment tools*
- *Teaching philosophy statement*
- *Evidence of innovative and effective techniques of instruction*
- *Evidence of professional development related to teaching*
- *Documentation of recognition or awards received for teaching*
- *Evidence of curriculum development*
- *Evidence of mentoring and advising of students*
- *Qualitative student evaluations, feedback from students*

## RESEARCH AND CREATIVE ACTIVITY

A. Designation of candidate's primary area(s) of research and creative activity. Research and creative activities in music encompass many different types of work, such as research, performance, conducting, or composing/arranging. Candidates must articulate their primary area(s) of emphasis, such as research, performance, conducting, and/or composing/arranging in the Document of Intent (and annual face-to-face goals) and in the written narrative included in the portfolio.

B. Minimum Standards. Upon initial appointment, and yearly thereafter, faculty will set forth in their Document of Intent an account of their ongoing and completed research/creative activity. During annual reviews, the chair and personnel committee will respond with an evaluation of this work. This response will consider whether, for example, a candidate's aggregate of activities equitably compares in both quantity and quality to a narrower, more traditional research agenda focusing on a smaller sphere of research/creative activity. This response will also note whether the candidate is participating satisfactorily in certain types of activity minimally expected of any faculty member.

1. **Tier One:** The candidate must document a **minimum of one (1) Tier One** research/creative activity before application for promotion and/or tenure, to include items from the following:

- Publication of books, original compositions or recordings by refereed publishing companies that are clearly the product of significant original research and discovery
- Publication of textbooks or teaching materials that are the product of original research or discovery
- Publication of articles in international journals or chapters in books.
- Principal editorial responsibilities for national or international journals or other publications
- Development of grant proposals which are funded by national or international sources
- Performer (soloist or member of a professional ensemble) or conductor on a national or international concert tour resulting from invitation or refereed selection
- Recital performances in significant concert venues resulting from invitation or refereed selection
- Performances of original compositions in major metropolitan concert halls resulting from invitation or refereed selection
- Publication of a recording on a label (not self-published) in which the faculty member performs as the soloist, ensemble member, conductor, or accompanist for the majority of the recording.
- Publication of a recording on a label (not self-published) in which the faculty member has original compositions for the majority of the recording.
- Performance as a soloist or a conductor with a large ensemble in major metropolitan concert halls resulting from invitation or refereed selection

**2. Tier Two:** The candidate must document an **average of two (2) Tier Two** research/creative activities **occurring per academic year completed:**

- Delivery of papers or performances at national or international conferences, which are the result of invitation or refereed selection
- Delivery of papers or performances at regional or state conferences sponsored by professional organizations
- Publication of book reviews or recording reviews or abstracts of articles or books
- Publication in refereed regional or state journals
- Editorial activities in regional, state or local journals, or in other publications.
- Performing or conducting at regional or state conferences sponsored by professional organizations
- Full recital performances at other educational institutions resulting from invitation
- Performance of a significant original new composition(s) by a significant ensemble or soloist
- Performance as a member of a professional ensemble (e.g. string quartet, brass quintet, jazz combo, opera company, orchestra, choir, jazz ensemble, conductor)
- Conducting a performance of a regional honors ensemble by invitation

- Publication of a recording on a label (not self-published) in which the faculty member performs for a significant portion (ensemble member, performer on some tracks) or has an original composition(s)
- Solo performances with large ensembles in a campus or local venue
- Full recital performances on campus or in a local venue

3. List of optional activities that may be counted towards fulfillment of Tier Two. **Three activities below equal one (1) Tier Two activity.** There may be only one Tier Two substitution per academic year.

- Consultation, adjudication or other professional service to regional or state organizations when the professional service draws upon the expertise of the faculty member.
- Evidence of ongoing research or creative activity that has not yet resulted in publication or other dissemination
- Talks, panels, lecture-demonstrations and other activities which are presented before the general public or local professional groups, and which draw upon the creative expertise of the faculty member
- Presentations of master classes, workshops, or scholarly presentations at other institutions of higher education or local organizations
- Participation in workshops, colloquia, courses, or other efforts which are intended to further the professional knowledge of the faculty member
- Attendance at professional conferences that offer promise of advancing the faculty member's expertise
- Development and submission of grant proposals to national or international sources

C. Professional Recognition. A candidate must demonstrate that their work is recognized by their peers. The candidate must write a narrative and provide documentation to support peer recognition. Examples of documentation would include letters of support, peer reviews, citations in the work of others, or evidence of special recognition, as when given a research award, invited to serve as a respondent in a journal or in a plenary session of a national or international conference. All of the above will be used to evaluate professional recognition.

#### D. Minimum Required Portfolio Documentation

- Portion of the Narrative related to Research and Creative Activity
- Portion of the Document of Intent (Goals) related to Research and Creative Activity
- Portion of the Performance Evaluation Form related to Research and Creative Activity
- Copies of title pages of peer-reviewed publications (when applicable)
- Documentation of the presentation of peer-reviewed creative scholarship including reviews, critiques, awards, etc.

Other portfolio documentation may include:

- *Evidence of endeavors relevant to your research and creative activity*
- *Evidence of professional development related to your research and creative activity*
- *Documentation of recognition or awards received for your research and creative activity*

- *Documentation of conference presentations, workshops, or other research and creative activity*
- *Documentation of creative activities – concert reviews (mentioning candidate’s contributions as a soloist, conductor, or member of a large ensemble), showings of work, screenings, beta tests, publications, etc.*
- *Documentation of grant work*

## **PROFESSIONAL AND PUBLIC SERVICE**

A. The personnel committee, in its collective professional judgment, will evaluate the candidate’s service in the following areas:

- Service to the department, college, or university;
- Professional service to one’s discipline, especially through professional organizations;
- Professionally-related public service, including presentations for community organizations, elementary and secondary schools, and activities that support the department’s recruiting efforts.

B. Department, College, and University Service. The candidate’s institutional service activities must constitute an equitable share of committee work and other duties necessary for successful day-to-day operation of the department, college, and university—its programs and faculty governance bodies. During the period of review, candidates are to serve on two Departmental committees each year and to complete one term of service each on College and University committees.

C. Professional Service. The candidate must document regular annual membership in—and a substantial contribution to—at least one appropriate professional organization. Performance faculty and conductors are expected to establish their visibility locally, regionally, and nationally upon hiring, and to obtain appearances as school clinicians, consultants, or in master classes, at least twice yearly. Substantial contributions may include service as an elected or appointed officer or other duties related to the society and its activities, service on editorial boards, consulting, audit and review activities, etc.

D. The Candidate has provided evidence of professionally related public service, including presentations for community organizations, elementary and secondary schools, or other activities that support the department’s recruiting efforts.

E. Minimum Required Portfolio Documentation:

- Portion of the Narrative related to Service
- Portion of the Document of Intent (Goals) related to Service
- Portion of the Performance Evaluation Form related to Service

Other portfolio documentation may include

- *Documentation of recognition or awards related to service*
- *Plans, reports, or other documents created by the faculty member as a result of service*



- *Evidence of professional development related to service*
- *Documentation of service to faculty governance*
- *Documentation of service to student and/or student-faculty organizations*
- *Documentation of service to the community*
- *Documentation of service to the profession beyond conference attendance and membership*

## **EVALUATING ADMINISTRATIVE RESPONSIBILITIES**

A. Faculty members who accept administrative responsibilities with reassigned teaching loads (including service as department chair, college advising coordinator, or interim administrative duties) will participate in performance reviews conducted periodically by the dean or other supervisor who evaluates their effectiveness in this role. If the candidate is applying for promotion, the dean's evaluation will be considered as part of the review of activities, essentially as a fourth category of professional activity. The candidate's activities will be evaluated by the tenured faculty in the following categories:

- Teaching, as described above.
- Service, particularly in professional and public arenas, but also for the campus (as distinguished from the service nature of their administrative assignment).
- Administrative responsibilities to the department, college, and university (the dean's review will be considered as part of the documentation of activities).
- Research and Creative Activity according to the individual's designated area of scholarly work. Research and creative activity is required of anyone to be considered for promotion, though expectations for scholarly and creative output will reflect a reasonable adjustment based on the additional time commitments needed for their administrative responsibilities. These reasonable expectations will be articulated in the faculty member's statement of expectations at the time of appointment to their administrative duties.

B. Minimum Required Portfolio Documentation for Administrative Duties:

- Portion of the Narrative related to non-teaching assignment
- Portion of the Document of Intention (Goals) related to non-teaching assignment
- Portion of the Performance Evaluation Form related to non-teaching assignment
- Any formal review documents relevant to the position (if applicable) including student reviews, peer reviews, or reviews from superiors

Other portfolio documentation may include:

- *Plans, reviews, or assessment work relevant to the non-teaching assignment*
- *Evidence of effective leadership relevant to the non-teaching assignment*
- *Evidence of innovative program development relevant to the non-teaching assignment*
- *Evidence of professional development related to non-teaching assignment*
- *Documentation of recognition or awards received for non-teaching assignment*

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### **III. Music Department Standards for Promotion to Professor and Awarding of Tenure to one who already has the Rank of Professor**

Candidates will submit a portfolio according to university personnel rules and procedures showing evidence that the candidate has met the minimum standards in the following three categories: teaching, research/creative activity, and professional and public service. For the Music Department, these standards include:

1. Evidence of an outstanding reputation in at least one of the following: teaching, research or creative activity, or in professional service to the university, profession, and public.
2. A record of sustained effectiveness in teaching and other teaching related responsibilities.
3. A record of research, creative and other professional activity at state and regional levels and at the national or international level. This record should include evidence that the faculty member has achieved significant professional recognition within the individual's discipline through scholarly publications, papers, performances, presentations, or other works.
4. A demonstrated pattern of sustained service and leadership to the department, campus, profession, and public through various activities that take place outside the classroom. The candidate must give evidence of leadership and initiative, both within the department and beyond, appropriate to tenured senior faculty. Candidates must also document leadership activity (as distinguished from membership alone) in a relevant professional society.

#### **TEACHING**

A. Teaching duties in the department encompass studio lessons, large and small ensemble directing, and student teacher supervision, as well as classroom courses for majors, minors, and general education students.

The committee will review student evaluation scores, peer observation reports, syllabi, student teaching supervision reports, and other documentation of teaching in order to verify that the candidate's teaching:

- uses appropriate level literature, readings, and teaching aids
- integrates recent developments of the field into course material
- conveys material that is substantial both in quality and quantity
- delivers group or individual instruction that enables students to competently make music (including performance, conducting, composing, arranging); study, understand and examine music, its influences, and its relationships (including history, theory); and/or teach music (including teaching skills, evaluation, and curriculum development)

#### **B. Peer observations of teaching**

1. Personnel Review Timetable. Peer observations of teaching will be scheduled during the period of review. The department chair will distribute a schedule and assignments for peer review to all members of the department 10 days after the first tenured faculty meeting of the year. This personnel review timetable will include deadlines for

submission of materials and names of assigned observers.

2. Frequency. Each tenured faculty member anticipating applying for promotion to professor should request two peer teaching evaluations by promotion committee members in the year immediately preceding the application.
3. Scheduling. The assigned observer shall contact the faculty member to set up a mutually agreeable time for the observation. It is highly recommended that observations be scheduled before the last two weeks of each semester.
4. Standards for teaching. Peer evaluations must demonstrate that the candidate consistently meets the standards for teaching in each of the areas addressed in the peer observation form (organization of subject matter, selection of content and materials, clear communication, effective use of time, command of the subject matter, and student engagement). For any areas of evaluation marked as “needs improvement,” the candidate must describe how changes in teaching have been implemented to meet the standard in the candidate’s narrative for the next performance consultation or performance review.
5. Documentation. The peer observation form shall be signed by both the candidate and the peer observer. A copy will be placed in the candidate’s personnel file. The candidate will be responsible for placing the original in the portfolio for review purposes.

#### C. Student evaluations of teaching

1. Frequency. Candidates for promotion will provide student evaluation data for all classes during the last four years prior to applying for promotion. The faculty member can also elect to administer student evaluations more frequently if desired.
2. Appropriate forms. These student evaluations are available in various forms appropriate to the specific setting: classroom instruction, ensemble settings, studio instruction, and student teaching supervision.
3. Rating scale. Each student evaluation form contains items that address important dimensions of teaching in that setting. Students use a scale of 1-5 (very poor as 1; excellent as 5). Semester student evaluation averages are calculated by adding the average course scores for the semester and dividing that total by the number of courses taught that semester. Average student evaluation scores of 4.0 or above are expected for each semester during the period under review. For any student evaluation scores below 4.0, the candidate must address how changes in teaching have been implemented to meet the standard in the subsequent review. Student comments must be consistently positive. Consideration will be given for lower than average evaluation scores in required general education core offerings since these tend to have lower averages than music courses designed for majors and minors. Additional factors such as level of classes (undergraduate/graduate, lower division/upper division), size of class, new or existing preparation, degree requirement or elective, and percentage of returned student evaluations can be addressed in the narrative by the candidate when relevant.

D. Review of documentation of teaching. Candidates must show via course materials and syllabi how they have integrated recent developments in the field into teaching and that they have selected literature, readings, aids, and content of sufficient quantity and high quality.

E. Participation in activities related to teaching. The candidate must participate in two teaching improvement activities per year during the period of review, to include (but not be limited to) participation in staff development programs, co-teaching, attendance at professional conferences or workshops related to teaching, and other relevant activities.

F. Support of Instructional Goals: The candidate must be able to demonstrate a sustained commitment to promoting the instructional goals of the department. The candidate should provide evidence of having done at least three of the following over the last three years in rank:

- Assuming responsibility for courses needed on short notice (e.g. to fill an unexpected vacancy).
- Supporting department instructional goals and student learning outcomes.
- Acting as a teaching mentor to new faculty.
- Developing alternate forms of teaching delivery, either in units or a whole course (e.g., online courses or units, field trips, travel study courses, learning communities, independent studies, or incorporating undergraduate research projects into the course).
- Developing new courses.

G. Record of Innovation: The candidate must also demonstrate a record of innovation in the area of teaching. The activities or achievements that constitute a record of innovation may include the development of any of the following:

- Professional development projects or workshops that substantially improve teaching or student learning in the candidate's courses.
- Teaching strategies, methods, or curriculum which have been adopted by other faculty in the Music department, the University, or other universities.
- Record of curriculum development that has had a significant impact on the Music department or on the University.
- Teaching strategies, methods, or curriculum that is recognized by the University, professional organizations, either by publication, award, or adoption.
- Advising materials, methods, or activities that significantly improve communications with majors or minors, increase retention, or meet important identified unfilled needs.

H. Minimum Required Portfolio Documentation

- Portion of the Narrative related to teaching
- Portion of the Document of Intent (Goals) related to teaching
- Portion of the Performance Evaluation Form related to teaching
- Peer Observation(s)
- Representative syllabi
- Quantitative student evaluation scores and all comments.
- Representative student learning assessment tools (exam, assignment, etc.)

Other portfolio documentation may include:

- *Student learning assessment tools*
- *Teaching philosophy statement*
- *Evidence of innovative and effective techniques of instruction*
- *Evidence of professional development related to teaching*
- *Documentation of recognition or awards received for teaching*
- *Evidence of curriculum development*
- *Evidence of mentoring and advising of students*
- *Qualitative student evaluations, feedback from students*

I. Standard for outstanding recognition. To attain the distinction of “outstanding” for teaching, the candidate must demonstrate sustained excellence in three out of six of the following areas or a sustained record of innovation in one area with evidence of dissemination beyond the department, such as the following:

- Development of cross-disciplinary courses or programs.
- Development of units taught in multiple courses throughout the major, minor, or general education classes.
- Development of technology or resource materials that enhance teaching and learning in multiple courses throughout the major, minor, or general education classes.
- Student evaluation scores for at least four of the last six semesters of 4.0 or higher.
- UW-Whitewater or UW-System, or equivalent, teaching/advising award.
- Exemplary student accomplishments (e.g. Gaarder Award, acceptance to prestigious graduate schools, etc.)

## RESEARCH AND CREATIVE ACTIVITY

A. Designation of candidate’s primary area(s) of research and creative activity. Research and creative activities in music encompass many different types of work, such as research, performance, conducting, or composing/arranging. Candidates must articulate their primary area(s) of emphasis, such as research, performance, conducting, and/or composing/arranging in the Document of Intent (and annual face-to-face goals) and in the written narrative included in the portfolio.

B. Minimum Standards. Faculty will set forth in their Document of Intent an account of their ongoing and completed research/creative activity. During reviews, the chair and personnel committee will respond with an evaluation of this work. This response will consider whether, for example, a candidate’s aggregate of activities equitably compares in both quantity and quality to a narrower, more traditional research agenda focusing on a smaller sphere of research/creative activity. This response will also note whether the candidate is participating satisfactorily in certain types of activity minimally expected of any faculty member.

1. **Tier One:** The candidate must have a **minimum of two (2) Tier One** research/creative activities completed between tenure and application for promotion to professor, to include items from the following:

- Publication of books, original compositions or recordings by refereed publishing companies that are clearly the product of significant original research and discovery
- Publication of textbooks or teaching materials that are the product of original research or discovery
- Publication of articles in international journals, chapters in books or original abstracts in refereed international journals
- Principal editorial responsibilities for national or international journals or other publications
- Development of grant proposals which are funded by national or international sources
- Performer (soloist or member of a professional ensemble) or conductor on a national or international concert tour resulting from invitation or refereed selection
- Recital performances in significant concert venues resulting from invitation or refereed selection
- Performances of original compositions in major metropolitan concert halls resulting from invitation or refereed selection
- Publication of a recording on a label (not self-published) in which the faculty member performs as the soloist, ensemble member, conductor, or accompanist for the majority of the recording.
- Publication of a recording on a label (not self-published) in which the faculty member has original compositions for the majority of the recording.
- Performance as a soloist or a conductor with a large ensemble in major metropolitan concert halls resulting from invitation or refereed selection

2. **Tier Two:** The candidate must have an **average of two (2) Tier Two** research/creative activities, occurring per academic year completed since achieving rank of Associate Professor.

- Delivery of papers or performances at national or international conferences, which are the result of invitation or refereed selection
- Delivery of papers or performances at regional or state conferences sponsored by professional organizations
- Publication of book reviews or recording reviews or abstracts of articles or books
- Publication in refereed regional or state journals
- Editorial activities in regional, state or local journals, or in other publications.
- Performing or conducting at regional or state conferences sponsored by professional organizations
- Full recital performances at other educational institutions resulting from invitation
- Performance of a significant original new composition(s) by a significant ensemble or soloist

- Performance as a member of a professional ensemble (e.g. string quartet, brass quintet, jazz combo, opera company, orchestra, choir, jazz ensemble, conductor)
- Conducting a performance of a regional honors ensemble by invitation
- Publication of a recording on a label (not self-published) in which the faculty member performs for a significant portion (ensemble member, performer on some tracks) or has an original composition(s)
- Solo performances with large ensembles in a campus or local venue
- Full recital performances on campus or in a local venue

3. List of optional activities that may be counted towards fulfillment of Tier Two. **Three activities below equal one (1) Tier Two activity.** There may be only one Tier Two substitution per academic year.

- Consultation, adjudication or other professional service to regional or state organizations when the professional service draws upon the expertise of the faculty member.
- Evidence of ongoing research or creative activity that has not yet resulted in publication or other dissemination
- Talks, panels, lecture-demonstrations and other activities which are presented before the general public or local professional groups, and which draw upon the creative expertise of the faculty member
- Presentations of master classes, workshops, or scholarly presentations at other institutions of higher education or local organizations
- Participation in workshops, colloquia, courses, or other efforts which are intended to further the professional knowledge of the faculty member
- Attendance at professional conferences that offer promise of advancing the faculty member's expertise
- Development and submission of grant proposals to national or international sources

C. Professional Recognition. A candidate must demonstrate that their work is recognized by their peers. The candidate must write a narrative and provide documentation to support peer recognition. Examples of documentation would include a review of a performance, letters of support, peer reviews, citations in the work of others, or evidence of special recognition, as when given a research award, invited to serve as a respondent in a journal or in a plenary session of a national or international conference. All of the above will be used to evaluate professional recognition.

#### D. Minimum Required Portfolio Documentation

- Portion of the Narrative related to Research and Creative Activity
- Portion of the Document of Intent (Goals) related to Research and Creative Activity
- Portion of the Performance Evaluation Form related to Research and Creative Activity
- Copies of title pages of peer-reviewed publications (when applicable)
- Documentation of the presentation of peer-reviewed creative scholarship including reviews, critiques, awards, etc.

Other portfolio documentation may include:

- *Evidence of endeavors relevant to your research and creative activity*
- *Evidence of professional development related to your research and creative activity*
- *Documentation of recognition or awards received for your research and creative activity*
- *Documentation of conference presentations, workshops, or other research and creative activity*
- *Documentation of creative activities – concert reviews (mentioning candidate’s contributions as a soloist, conductor, or member of a large ensemble), showings of work, screenings, beta tests, publications, etc.*
- *Documentation of grant work*

E. Standard for Outstanding. To demonstrate a record of outstanding scholarly/creative achievement the candidate must document a minimum of three (3) Tier One activities occurring from tenure date and application to promotion for professor, and a minimum of three (3) Tier Two activities during each academic year completed at current rank.

## **PROFESSIONAL AND PUBLIC SERVICE**

A. The personnel committee, in its collective professional judgment, will evaluate the candidate’s service in the following areas:

- Service to the department, college, or university;
- Professional service to one’s discipline, especially through professional organizations;
- Professionally-related public service, including presentations for community organizations, elementary and secondary schools, and activities that support the department’s recruiting efforts.

B. Department, College, and University Service. The candidate’s institutional service activities must constitute an equitable share of committee work and other duties necessary for successful day-to-day operation of the department, college, and university—its programs and faculty governance bodies. During the period of review, candidates are to serve on two Departmental committees each year and one College and University committee each year.

C. Professional Service. The candidate must document regular annual membership in—and a substantial contribution to—at least one appropriate professional organization. Performance faculty and conductors are expected to establish their visibility locally, regionally, and nationally upon appointment and to obtain appearances as school clinicians, consultants, or in master classes, at least twice yearly. Substantial contributions may include service as an elected or appointed officer or other duties related to the society and its activities, service on editorial boards, consulting, audit and review activities, etc.

D. The Candidate has provided evidence of professionally related public service, including presentations for community organizations, elementary and secondary schools, or other activities that support the department’s recruiting efforts.

E. Standard of Outstanding. The candidate must demonstrate evidence of distinctive leadership



and substantial accomplishment, with measurable, positive impact in at least three of the five service areas: University, College, Department, Public, and Professional.

The candidate must provide:

- A reflective assessment that explains the candidate's purposes, goals, and leadership relative to the areas of service, as well as the candidate's specific achievements and impacts in that area.
- At least three positive letters of support, one from each of the three (3) service areas, from persons or groups with first-hand knowledge of the service and its impact.

## **EVALUATING ADMINISTRATIVE RESPONSIBILITIES**

Faculty members who accept administrative responsibilities with reduced teaching loads (including service as department chair, college advising coordinator, or interim administrative duties) will participate in performance reviews conducted periodically by the dean or other supervisor who evaluates their effectiveness in this role. If the candidate is applying for promotion, the dean's evaluation will be considered as part of the review of activities, essentially as a fourth category of professional activity. The candidate's activities will be evaluated by the tenured faculty in the following categories:

- Teaching, as described above on p.10.
- Service, particularly in professional and public arenas, but also for the campus (as distinguished from the service nature of their administrative assignment).
- Administrative responsibilities to the department, college, and university (the dean's review will be considered as part of the documentation of activities).
- Research and Creative Activity according to the individual's designated area of scholarly work. Research and creative activity is required of anyone to be considered for promotion, though expectations for scholarly output will reflect a reasonable adjustment based on the additional time commitments needed for their administrative responsibilities. These reasonable expectations will be articulated in the faculty member's statement of expectations at the time of appointment to their administrative duties.

### **B. Minimum Required Portfolio Documentation for Administrative Duties:**

- Portion of the Narrative related to non-teaching assignment
- Portion of the Document of Intention (Goals) related to non-teaching assignment
- Portion of the Performance Evaluation Form related to non-teaching assignment
- Any formal review documents relevant to the position (if applicable) including student reviews, peer reviews, or reviews from superiors

Other portfolio documentation may include:

- *Plans, reviews, or assessment work relevant to the non-teaching assignment*
- *Evidence of effective leadership relevant to the non-teaching assignment*
- *Evidence of innovative program development relevant to the non-teaching assignment*
- *Evidence of professional development related to non-teaching assignment*
- *Documentation of recognition or awards received for non-teaching assignment*

C. Standard of Outstanding. To seek the distinction of “outstanding” for Administrative assignments, the candidate must have had this assignment for two or more years, and demonstrate all of the following:

- Leadership in a mentorship or dissemination activity where the candidate extends skills and knowledge in this area to another department, college for professional conference/association, or external constituency.
- Leadership in at least one substantial initiative in the area with measurable, positive impact.
- Satisfaction among the constituency, by faculty satisfaction surveys and academic staff satisfaction surveys, as well as by letters.

Approved by the Music Department Personnel Committee

*August 26, 2021.* The dates of subsequent revisions appear at the beginning of this document. Michael Dugan (Chair), Cristina Ballatori, Myung-Hee Chung, Christian Ellenwood, Robert Gehrenbeck, Glenn Hayes, Jeff Herriott, Alena Holmes, Christopher Ramaekers, Matthew Sintchak, Sharri VanAlstine, Benjamin Whitcomb

Approved by the College of Arts and Communication, College Standards Constituency Committee  
*October 18, 2021*

Edward Frederick (chair), Barbara Grubel, Matthew Sintchak, Max White

Approved by the Faculty Senate

*March 8, 2022*

Approved by the Office of the Chancellor

*March 31, 2022*

Jim Henderson (Interim Chancellor), John Chenoweth (Provost)