



AUBURN UNIVERSITY

COLLEGE OF LIBERAL ARTS

GUIDELINES

Music Department

Workload
Faculty Annual Review
Third-Year Review
Promotion and Tenure

9/30/11

FACULTY DEVELOPMENT, ANNUAL REVIEW, AND PROMOTION AND TENURE GUIDELINES

Approved 8/24/09, Updated 12/9/09, Revised 1/31/11, Revised 4/1/11, **Approved by Provost 5/11, Revised 9/30/11 to reflect FHB changes**

The Department of Music's Faculty Development and Evaluation Manual supplements and complements the Auburn University Faculty Handbook and College of Liberal Arts policies. Since the basic and fundamental review of faculty takes place within the department, the purpose of these guidelines is to describe and elaborate upon the criteria and guidelines for faculty assignments, faculty evaluation, and promotion and tenure at the departmental level. Department guidelines are intended to conform to those of the Auburn University Faculty Handbook (revised 6/17/11) and the College of Liberal Arts. Therefore, it is important for faculty to study carefully the criteria, requirements, and procedures outlined in these guidelines and in the University and College documents. In event of conflict among documents, their precedence is University, College, Department. Any reference to the Faculty Handbook in this document refers to the current version.

The Music Department's faculty evaluation process is intended to guide faculty toward enhanced success; clarify faculty goals; inform annual assignments that reflect the short and long-term vision of the department; include faculty in discussions and decisions; and provide consistent and clear criteria for promotion and tenure recommendations, as applicable.

The faculty evaluation process in the College of Liberal Arts includes several components, among them the letter of appointment, annual workload assignment, and annual performance reviews and feedback. Tenure track and Clinical track positions include provision for promotion review. Tenure track faculty are subject to a third-year review to determine the extent to which the individual is making clear progress toward tenure. Failure to demonstrate clear progress in teaching, research, outreach, and service (as applicable to the faculty member's assignment) may lead to the issuance of a letter of non-continuance at any time before tenure. The focus of the third-year review for clinical track faculty is the faculty member's progress toward achieving promotion to associate clinical professor, yet still recognizing that clinical faculty are on continuing appointments that necessitate annual contract renewal. Failure to demonstrate clear progress in assigned areas of performance (such as clinical teaching, clinical outreach, service, scholarship, professional development) may lead to the issuance of a letter of non-continuance, effective at the conclusion of the annual contract in force.

Reference to "Tenure track" faculty in this document includes tenured faculty, unless otherwise noted.

The Appointment Letter

The appointment letter defines broad expectations of the position, including percentages of the assignment allocated to teaching, research, outreach, and service. Examples of appointment letters may be found at the following URL:

https://sites.auburn.edu/academic/COLA/CLA_Dean/cladeptguidelines/SitePages/Home.aspx

Annual Workload Assignment

Annual faculty assignments reflect that faculty members working in various disciplines contribute in different ways. Annual assignment plans reflect collaborative discussion between faculty and department chair. They provide opportunity to review progress, set goals, guide faculty toward success, and clarify metrics of evaluation. All Tenure track faculty, Clinical track faculty, Non-Tenure track faculty, Instructors, and Lecturers should participate in formalized annual assignment planning and feedback.

The College of Liberal Arts Workload Guidelines states:

Initial workload assignments for tenure-track faculty (TTF) are negotiated upon hire, and are distributed across all areas of responsibility; teaching, research/creative scholarly works, outreach, extension and service. Occasionally, administrative duties may also be included as a percent of a faculty member's workload if it is part of their normal assignment. Workload assignments may be adjusted on an annual basis during the annual review process to reflect any changes in a faculty member's assignment for the following year. The department head/chair meets with each faculty member during the faculty annual

review process to discuss and negotiate anticipated workload changes. The faculty member signs the annual review which includes the stated workload assignment for the following year to assure that every faculty member is aware of his/her responsibilities. The original signed annual review is to be kept in the departmental personnel file. Three copies are to be submitted to the Office of the Dean (one copy will be kept on file in the Dean's Office, one copy will be placed in the CLA's faculty personnel file and one copy will be delivered to the Office of the Provost).

Description of Types of Faculty Positions

Tenure Track Faculty (TTF)

The "typical" annual teaching assignment for "research active" TTF is 5 courses¹ (or department FTE equivalent) equaling 62.5% per year. Consistent with university guidelines, all research active TTF are assigned a minimum 25% research/creative/scholarly outreach² workload for promotion and tenure purposes. The annual teaching assignment for "highly productive" research TTF is 4 courses³ (or department FTE equivalent) equaling 50% per year. The status of highly productive research TTF requires the approval of the Dean. In situations where a tenured associate professor or professor is not fulfilling a 25% requirement for scholarly activity, the department chair will provide a memorandum of understanding (MOU) to ensure that a tenured faculty member has a 100% workload. In this case, the faculty member would be assigned a differential workload with a minimum of 10% research, in order to stay current in the field for teaching purposes. It is expected that the faculty member will receive an increase in the teaching load, with the understanding that he/she cannot be promoted just on teaching. Research productivity will be considered over a 3 year period. If a faculty member is not research productive for 3 years, then there will be an increase in the teaching load proportionally. During that 3-year period, if he/she does become productive and demonstrates that he/she can be productive for 3 years in research, then there will be a reduction in the teaching load to acknowledge the increase in research.

Clinical Track Faculty (CTF)

CTF are generally assigned teaching loads ranging from 5-8 courses a year (or department FTE equivalent). There is not a minimum research workload requirement. According to AU guidelines⁴ the clinician title series is a professional series for appointment of appropriately qualified individuals who contribute to the university's academic mission by participation in activities which (1) predominantly involve clinical practice, (2) are of contractually specified duration, and (3) operate under contracts, grants, generated income, or other designated funds. Note, however, that CTF are expected to teach in the clinical setting.

Instructors/Lecturers

Instructors and Lecturers will be assigned 100% teaching loads of 8 courses per year. Any exceptions will need approval by the Dean. In addition to the definition of teaching stated in the Faculty Handbook, teaching in CLA includes: holding regular office hours, mentoring and advising students, keeping current in the field, attendance of departmental meetings relevant to teaching, participating in departmental life and the engagement of students.

Non-Tenure-Track Faculty (NTTF – as designated by HR)

NTTF may be assigned some teaching; but it cannot exceed one course per semester and three courses per year.

Appendix 1 outlines the university's expectations for teaching, research, outreach, and service.

¹ A course is defined as a 3 contact hour course.

² "In terms of your questions, it is my understanding that the former Provost said that a tenure track faculty member on hire must have a minimum of 25% research, scholarship of pedagogy or outreach, or creative activity. Therefore, I will continue that tradition."
- Email from Dr. Mazey sent to Paula Bobrowski 5/10/2009.

³ Ibid.

⁴ http://www.auburn.edu/academic/provost/clinician_positions.html#appointment

Workload adjustment for sabbaticals and leaves. Faculty on sabbatical or professional development leave related to teaching would normally be evaluated as a temporary 100% teaching appointment for leave extending across the evaluation period. Faculty on sabbatical or professional development leave related to research would normally be evaluated as a temporary 100% research appointment for leave extending across the evaluation period. A similar allocation may apply for other types of leave. In any case, the evaluation metrics must add up to 100% and factor in the faculty member's regular appointment during the portion of the review period not on leave.

See Appendix 2 for Departmental Workload Guidelines.

Annual Performance Reviews and Feedback

The annual review serves as a tool for faculty development at all ranks, regardless of tenure status.

All faculty receive annual evaluations. All Tenure track faculty, Clinical track faculty, Non-Tenure track faculty, Instructors, and Lecturers should participate in formalized annual assignment planning and feedback.

Performance Descriptors. The annual review of performance in each area to which one is assigned will be assessed a performance score of 4 - Exemplary (characterizing performance of high merit), 3 - Exceeds Expectations (characterizing performance of merit), 2 - Meets Expectations (characterizing performance sufficient to justify continuation but, for areas of expected significant contribution, not sufficient to justify promotion or tenure), 1 – Marginal (characterizing performance that may not be sufficient to justify continuation) or 0 – Unacceptable (characterizing performance not sufficient to justify continuation).

See Appendix 3 for Workload Distribution and Performance Review Chart.

The annual review normally covers performance for the preceding calendar year. Research productivity will be considered over a 3-year period. Evaluative statements from previous years will be consulted to determine response to previous suggestions for improvement and to determine the extent to which the individual is making progress toward promotion and tenure, if applicable, to their appointment.

See Appendix 4 for Departmental Annual Review Guidelines.

Written evaluation report

The AU Faculty Handbook states:

The unit head shall prepare a written report summarizing the major points of the conference. A copy of the report shall be provided to the faculty member within a month of the conference. If there are no objections, the faculty member shall be asked to sign it as confirmation of having seen it. If the faculty member does not agree with the material in the report, he or she may write a response to be appended to the report. A copy of the signed report and response, if there is one, is to be retained for the faculty member's departmental personnel file; another copy is to be given to the faculty member; a third copy is sent to the Office of the Provost. To the extent permitted by law, the report is to remain confidential, available only for the use of the concerned faculty member and any University officials who have supervisory power over the faculty member.

Third-Year Review

The AU Faculty Handbook states:

Each department shall conduct a third year review of all its probationary faculty members. This shall take place no later than 32 months after initial appointment, normally before April 30 of the faculty member's third year. The head shall request a current vita and any supporting material the head or the faculty member deems appropriate prior to the review. The particular focus of this review is the faculty member's progress toward achieving tenure. The review therefore must address the criteria for tenure set forth in

this document. To be maximally useful to the candidate and the department, the review shall involve the entire tenured faculty. In order for it to accurately reveal the judgment of tenured faculty, it shall conclude with a vote on whether or not, in the judgment of the tenured faculty, the candidate is making appropriate progress toward tenure. The result of the vote shall be announced at the meeting. Faculty should understand that this vote is not a commitment to grant or deny tenure in the future.

The head shall prepare a written report covering the findings of the review, and characterizing the nature of the vote. The procedure described above for the report on the yearly conference shall be followed, with the difference that this report may be consulted by the tenured faculty when the faculty member is a candidate for tenure; otherwise, the report is to remain confidential [to the extent allowable by law].

See Appendix 5 for Departmental Third-Year Review Guidelines.

Promotion and Tenure Review

The AU Faculty Handbook states:

Promotion is based on merit. A candidate for promotion should have acceptable achievements in the areas of 1) teaching and/or outreach and 2) research/creative work. He or she is further expected to demonstrate over a sustained period distinctive achievement in one of these areas or achievement in both areas comparable to that of successful candidates in the discipline in the past five years. In addition, he or she is expected to have contributed some service to the University. Candidates covered by Provost approved departmental promotion and tenure guidelines will be evaluated accordingly. For candidates not covered by Provost approved departmental promotion and tenure guidelines, the criteria for teaching, research/creative work, and outreach described below [see Appendix 1] shall be considered by the faculty in the evaluation of a candidate's performance and achievement. The candidate's employment conditions and academic assignments shall determine which criteria are most emphasized, and standards for promotion are based on the weights of each performance area as described in the letter of offer and subsequent annual evaluations. Credit shall also be given for contributions above and beyond specifically assigned duties.

Appendix 1 outlines the university's expectations for teaching, research, outreach, and service.

Regarding tenure, the AU Faculty Handbook states:

Auburn University nurtures and defends the concept of academic tenure which assures each faculty member freedom, without jeopardy at the department, college or school, or University level, to criticize and advocate changes in existing theories, beliefs, programs, policies, and institutions and guarantees faculty members the right to support, without jeopardy, any colleague whose academic freedom is threatened. Tenure establishes an environment in which truth can be sought and expressed in one's teaching, research/creative work, outreach work, and service. In addition to demonstrating quality in the areas of 1) teaching, 2) research/creative work, 3) outreach and 4) service as described above under Promotion Criteria and, where applicable, in approved departmental guidelines, the candidate for tenure must also demonstrate potential to contribute as a productive and collegial member of the academic unit in all relevant areas.

Candidates for promotion and tenure should carefully read the Promotion and Tenure policies found in the AU Faculty Handbook. A timeline for the candidate's submission of materials for evaluation for promotion and tenure will be established each year by the Office of the Provost.

See Appendix 6 for Departmental Promotion and Tenure Guidelines.

Post-Tenure Review

Tenured faculty at Auburn are subject to post-tenure review as outlined on the Provost's website at the following URL: http://www.auburn.edu/academic/provost/policies/2009-11_post-tenured-review-policy.pdf

Appendix 1

Auburn University's Expectations for Teaching, Research, Outreach, and Service

Teaching

The AU Faculty Handbook states:

Since a primary activity of the University is the instruction of students, careful evaluation of teaching is essential. Because of the difficulty of evaluating teaching effectiveness, faculty members are urged to consider as many relevant measures as possible in appraising the candidate. These include consideration of the candidate's knowledge of the subject and his or her professional growth in the field of specialization; the candidate's own statement of his or her teaching philosophy; the quality of the candidate's teaching as indicated by peer and student evaluations and teaching awards; performance of the candidate's students on standardized tests or in subsequent classes; the candidate's contributions to the academic advising of students; the candidate's development of new courses and curricula; the quality of the candidate's direction of dissertations, theses, independent study projects, etc.; and the quality of pedagogical material published by the candidate.

Research/Creative Work

The AU Faculty Handbook states:

A faculty member engaged in research/creative work has an obligation to contribute to his or her discipline through applied and/or basic research, through creative endeavors, or through interpretive scholarship. To a large extent, each discipline and each department must determine how much and what quality of research/creative work is appropriate for promotion (and/or tenure) and judge its candidates accordingly. In appraising the candidate's work, faculty members should consider the quality and significance of the work, the quality of the outlet for publication or exhibition, and, in cases of collaborative work, the role of the candidate.

Research and creative work ordinarily can be documented by a candidate's publications or performances/exhibitions. Publication subjected to critical review by other scholars as a condition of publication should carry more weight than publication that is not refereed. Nevertheless, all forms of publication, including articles intended for a non-academic audience, should be considered provided they are of high quality in relation to the purpose intended. Scholarly papers subjected to peer review and delivered at a regional or national conference and creative work subjected to peer review and performed or exhibited on a regional or national level should carry more weight than work done only on a local level.

Successful efforts in obtaining extramural support for research/creative work (as well as for teaching and outreach programs) should also be positively considered in evaluation of the candidate.

Outreach

The AU Faculty Handbook states:

Outreach refers to the function of applying academic expertise to the direct benefit of external audiences in support of university and unit missions. A faculty endeavor may be regarded as outreach scholarship for purposes of tenure and promotion if all the following conditions are met: 1) there is a substantive link with significant human needs and societal problems, issues or concerns; 2) there is a direct application of knowledge to significant human needs and societal problems, issues, or concerns; 3) there is utilization of the faculty member's academic and professional expertise; 4) the ultimate purpose is for the public or common good; 5) new knowledge is generated for the discipline and/or the audience or clientele; and 6) there is a clear link/relationship between the program/activities and an appropriate academic unit's mission. Outreach is not expected of all faculty. Participation in this function varies from major, continuing commitments, as

is the case with the Alabama Cooperative Extension System, through intermittent engagement for individual faculty as needs and opportunities for a particular expertise arise, to no involvement at all.

The commitment of faculty time to outreach is a decision to be made by the faculty member with the approval of the department in which the faculty member will seek tenure and/or promotion. It may be accomplished in the initial appointment, as is typically the case for Extension faculty, in annual work plans, or during the year in response to unexpected needs. In any case, this decision should be made with due consideration to the professional development of the faculty member, the expected public benefits of the outreach activities, and mission of the department and/or other supporting units. Departmental approval carries a commitment to assess and appropriately weigh outreach contributions in salary, tenure, and promotion recommendations.

Demands for quality in outreach are the same as in teaching and research/creative work; however, outreach activities are different in nature from other activities and must be evaluated accordingly. See Appendix 1 of Faculty Participation in Outreach Scholarship: An Assessment Model, which is available along with other publications on the assessment of outreach under "Outreach Publications" on the University web site. Department heads should request any material necessary from the candidate to facilitate faculty assessment of the type, quality, and effectiveness of the candidate's involvement in extension activities and evaluation of any resulting publications.

Service

The AU Faculty Handbook states:

University service includes participating in departmental, college or school, and University governance and committee work, assisting in the recruitment of new faculty, and developing and assisting in the implementation of new academic programs. Faculty should note particularly distinctive contributions to University life on the part of the candidate, including service to the candidate's profession, such as offices held and committee assignments performed for professional associations and learned societies; and editorships and the refereeing of manuscripts.

Appendix 2

Music Department Workload Guidelines for Tenure-Track Faculty

While the typical annual teaching assignment for “research active” tenure track faculty members in the College of Liberal Arts is five (3 credit) courses equaling a 62.5% annual instructional allocation of effort, the typical assignment in music is 70 to 75%.

Faculty will be assigned teaching duties based on their area(s) of expertise, departmental needs, and for applied instructors, their ability to recruit capable students. Tenure-track faculty in music are expected to participate vigorously in recruiting students as music or music education majors in addition to teaching duties. Part-time appointment in applied music areas will depend on the number of students recruited.

Directed studies, special projects, professional internships, and practica are not eligible for overload compensation.

Department, CLA, and university service along with research, outreach, and creative work conducted beyond the assigned teaching and recruiting activities are also strong expectations of every faculty member based on their negotiated percentages in each area of effort.

Instructors/Lecturers will be assigned 100% teaching loads of 8 courses per year. Any exceptions will require approval by the Dean.

In addition to the definition of teaching stated in the faculty handbook, teaching in CLA includes: holding regular office hours, mentoring and advising students, keeping current in the field, attendance at departmental meetings relevant to teaching, participating in departmental activities and events, as well as, the engagement of students.

The default allocation of effort to be assigned to tenure-track faculty at the time of hiring will be:

Teaching:	70%
Research/Creative Work:	25%
Outreach:	2.5%
Service:	2.5%

At the time of the Annual Review, faculty members may renegotiate their percentages in light of work they are doing or will be doing.

Teaching, creative activity, outreach, and successful recruiting are intimately related in music. Very often success in one area is dependent on success in all or most areas. Everyone is expected to contribute to the good of the university, college and department.

Approved by Music Faculty Nov. 18, 2009

Appendix 3

Workload Distribution and Performance Review Chart

DEPARTMENT (insert name here)											
Faculty	Instruction		Research		Outreach		Service		Administrative		TOTAL SCORE
Name	Workload %	Performance Score	Workload %	Performance Score	Workload %	Performance Score	Workload %	Performance Score	Workload %	Performance Score	
<i>Example</i>											
Dr. X	0.63	4	0.25	3	0.07	3	0.05	3	0	0	3.63
								Performance Score/Criteria			
								0	Unacceptable		
								1	Marginal		
								2	Meets expectations		
								3	Exceeds expectations		
								4	Exemplary		

Appendix 4

Music Department Annual Review Guidelines

Annual Performance Evaluation

In accordance with university guidelines, the Department of Music chair will conduct at least one yearly review before April 30 of each faculty member to evaluate his or her performance in the preceding calendar year and to discuss his or her academic plans and goals. The evaluation process should follow the guidelines found in the Auburn University *Faculty Handbook*. The annual review is one component of assessing faculty for promotion, tenure, and merit pay. An unfavorable annual review for tenure-track faculty may result in the issuance of a letter of non-continuation at any time prior to tenure.

The following scale will be used in the annual reviews as mandated by College of Liberal Arts guidelines:

Overall Rating	Score
Exemplary Performance	4
Exceeds Expectations	3
Meets Expectations	2
Marginal	1
Unacceptable	0

Mentoring

Each new tenure-track faculty member will be assigned at least one mentor from the tenured faculty by the Department Chair during the faculty member's first semester. Tenured faculty have the option to decline to serve as a mentor but should make every effort to serve if requested. Mentees have the option to discuss, with the Department Chair, a change of mentor at their discretion. Mentors are not ultimately responsible for the success or failure of the new faculty member, but they should be knowledgeable about current university Promotion and Tenure Guidelines. It is reasonable for activities of the mentor to include the following responsibilities:

- To be available to discuss professional issues
- To provide peer reviews annually on classroom and/or applied teaching
- To give feedback on classroom teaching
- To assist the new faculty member in assembling his or her file for tenure and promotion or annual review
- To serve as a representative for the faculty member during Department Promotion and Tenure Committee meetings and third-year review discussions

Responsibilities of the mentored faculty include:

- Being proactive and seeking advice from one's mentor as well as other individuals within and outside the department
- Being knowledgeable of all university promotion and tenure guidelines

Approved by Music Faculty Nov. 2009, CLA revisions approved by Music Faculty Feb. 10, 2010. Provost revisions approved by Music Faculty Sept. 14, 2011.

Appendix 5

Music Department Third-Year Review Guidelines

Third Year Review

The Third-Year Review Guidelines of the Department of Music follow the guidelines and procedures set forth in the *Faculty Handbook*. It is highly recommended that the third-year review dossier follow the Promotion and Tenure format contained in the *Faculty Handbook*.

An unfavorable third-year review may result in the issuance of a letter of non-continuation; however, a letter of non-continuation may be issued at any time prior to tenure.

Approved by Music Faculty Nov. 2009.
Revisions per Provost Office approved by Music Faculty Sept. 2011.

Appendix 6

Music Department Promotion and Tenure Guidelines

The following guidelines and criteria are to be used in conjunction with the University and the College of Liberal Arts regulations and guidelines for promotion and tenure.

Peer Review

Peer evaluations should occur annually for all non-tenured faculty and for tenured Associate Professors until promotion to full Professor. Peer evaluations are required for one course for each of the three preceding years before the year in which one applies for tenure or promotion. These evaluations should include assessment of syllabi, handouts, exams, and an assessment of the candidate's in-class performance. Supplementary materials such as programs or DVDs may also be provided for the reviewer. The department chair, in consultation with the faculty member to be reviewed, will assign a faculty member to be a reviewer (typically the assigned mentor) and specify the course to be reviewed. The reviewer should be of a higher academic rank than the person being reviewed unless the candidate under review has already achieved the highest rank. Guidelines for the report will be given to the reviewer by the department chair. The department chair will discuss the results of the review with the faculty member at the annual performance evaluation meeting.

Upon request, the Biggio Center staff will conduct a classroom observation. The typical observation will include: session organization and teaching techniques, instructor-student interaction, student behavior, and instructor behavior.

Academic Ranks

For a description of faculty ranks, refer to the current *Faculty Handbook*.

Promotion Criteria and Considerations

Eligibility for Promotion and Tenure

Requirements for eligibility can be found in the *Faculty Handbook*.

Probationary faculty who do not have prior service at another institution of higher education are encouraged to come up for promotion and tenure review in their fifth year if they have met departmental promotion and tenure standards, but *must* come up for tenure and promotion by their sixth year of appointment (except in the case of documented FMLA leave or leave without pay, as described in the *Faculty Handbook*).

Promotion and tenure are based on a faculty member's meritorious performance, over a sustained period, of the duties and functions to which he or she has been assigned along with significant contribution to other recognized activities of the University. A candidate for promotion should have acceptable achievements in the areas of teaching, research/creative work, outreach (if appropriate), and service in accordance with assigned duties. Additionally the candidate's record of accomplishment in each area should reflect ongoing and steady productivity which reflects an increasing sphere of influence, excellent quality, appropriate quantity, and expanding prestige. Note specifically in the *Faculty Handbook* the requirement for a national presence for consideration of promotion to Professor.

Tenure Criteria and Considerations

The criteria for attainment of tenured status are described in the *Faculty Handbook*. Candidates for tenure in the Department of Music are normally considered at the same time for promotion to the rank of associate professor: the recommendations are linked in that favorable recommendation for tenure, with its more extensive requirements, presumes favorable recommendation for promotion to the rank of associate professor.

Music Department Promotion and Tenure Committee

The Music Department Promotion and Tenure Committee shall consist of all music faculty of higher rank than the candidate for promotion and those with tenure in the case of a candidate for tenure. This group shall designate a chair who will oversee the development of a faculty report evaluating the candidate in each category (Teaching, Research/Creative Activity, Outreach, and Service). Promotion and Tenure Committee make-up and the process must follow the process outlined in the *Faculty Handbook*.

Teaching

The primary mission of the Department of Music is to provide excellence in teaching. It is expected that each faculty member excel in carrying out his or her responsibilities in instructional and student related activities. Typical types of music teaching activities include classroom teaching, studio instruction, and ensemble conducting. Excellence in teaching is documented by required peer reviews and student evaluations. A faculty member's courses will be evaluated by students at a minimum of once during each academic year. Additional documentation of excellent teaching may be supplied by the candidate. Examples of such evidence may include but is not limited to documentation of student achievements, facilitation of guest artist or lecturers on campus, development of new courses, use of innovative teaching materials and methods, and participation at pedagogical conferences and workshops. The candidate should work in a collaborative and cooperative manner with other faculty in the area of teaching to advance the mission of the department, college, and university.

Research/Creative Activity

Each faculty member's primary efforts should be directed towards those activities appropriate to his or her areas of specialization and teaching assignments. It is recognized that many faculty members participate in a wide variety of musical activities or scholarly activities related to music. It is important that faculty members establish a plan of research/creative activity in area(s) of expertise. Research and creative work ordinarily can be documented by a candidate's publications and/or creative activity. Reviewed or refereed activity should carry more weight than that which is not refereed or reviewed. Activity at regional or national conferences should carry more weight than work done on a local level. Successful efforts in obtaining extramural support for research/creative work should also be positively considered in evaluation of the candidate. A sustained record of activity should be demonstrated. The candidate should work in a collaborative and cooperative manner with other faculty in the area of research/creative activity to advance the mission of the department, college, and university.

Creative activity in music can be divided into the areas of performance, ensemble conducting, academics, and composition. Listed below are professional activities which are included in each of these areas. Faculty may have opportunities to contribute in a variety of these areas as applicable to their individual research interests and assignments. It is recommended that faculty achieve several significant performances/activities annually (or the equivalent). See examples below.

In the areas of music performance and conducting, examples equivalent to publication or printed media include activities such as: public performance and the release of commercially produced recordings. When determining the quality of these activities, factors of repertory, musical acuity demonstrated in performance, significance of the performance, performance venue, and the performer's role in a given activity should be considered. In the area of scholarly research, factors of content, significance of the publication, and the role of the contributor should be considered. The following categories of research indicate appropriate arenas in the discipline of music. The lists are not intended to be all-inclusive or in order of importance.

a. Music Performance

Professional Activities

Soloist or performer with an established musical organization

Solo recital performances in respected venues

Recital performance as a member of a chamber ensemble

Performance as an assisting artist in a recital

Refereed acceptance or invitation as a performer/presenter or clinician at a professional meeting, conference, or convention

Commercially-released recording as a soloist or ensemble member

Winner, finalist, prize or place winner, or refereed participant in performance competition

Commission and/or premiere performances of new works

Radio, television, or other media broadcasts of performances

b. Ensemble Conducting

Professional Activities

Guest conductor appearances with chamber ensembles or large choral or instrumental ensembles that require significant involvement of the candidate

Invited appearances as conductor of honor bands, choirs, or orchestras

Invitations received for ensemble performance at a professional conference or venue

Commercially -released recordings of ensemble performances

Radio, television, or other media broadcasts of performances

Commission and/or premiere performances of new works

Winner, finalist, prize or place winner, or refereed participant of professional conducting competition

Refereed acceptance or invitation as a performer/ presenter or clinician at a professional meeting, conference, or convention.

Refereed selection of recorded media (video and/or audio) at a professional conference or venue

c. Music Academics

Professional Activities

Publication of authored books and monographs in an appropriate area of specialty

Publication of refereed and invited articles in scholarly journals

Contributions to edited volumes

Editing books and collections that contain content appropriate to the candidate's area of expertise

Publication of performance/scholarly editions of music

Refereed acceptance or invited paper presentations at professional conferences

Participation as a panelist at a scholarly conference or symposium hosted by a professional association or academic institution

Program notes written for significant public performances and commercially issued recordings

Reviews of public performances, compositions, recordings, and printed material

Successful application for competitive external grants and other financial awards that further scholarship in the candidate's area of expertise

Development of new music technology

d. Composition

Compositions shall refer to original works; or arrangements, transcriptions or scholarly editions of another composer's work.

Professional Activities

Publication of compositions

Commission of compositions

Commercially-released recording of compositions

Performance of compositions

Composer panelist at professional conferences or symposia hosted by professional associations or academic institutions

Invited guest composer or composer-in-residence

Winner or finalist in composition competition

Service

University service includes participation in departmental, college, and university governance and committee work. It is expected that faculty of all ranks participate in departmental service. Contributions to professional organizations also constitute service. Examples include holding offices and serving on committees. The candidate should work in a collaborative and cooperative manner with other faculty in the area of service to advance the mission of the department, college, and university.

Outreach

Outreach refers to applying academic expertise to the direct benefit of external audiences. Examples of music outreach activities may include adjudication, providing clinics or service to public school programs, hosting conferences, regularly attending student, faculty, and guest artist performances, and presenting programs for community organizations. Consult the *Faculty Handbook* for specific guidelines of what constitutes outreach for promotion and tenure consideration. The candidate should work in a collaborative and cooperative manner with other faculty in the area of outreach to advance the mission of the department, college, and university.

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