

Department of Music

Promotion and Tenure Guidelines

OVERVIEW

These Promotion and Tenure Guidelines for the Department of Music (“departmental guidelines” hereafter) are intended to foster excellence in teaching, scholarship, and service among the faculty. These guidelines do not supersede, but supplement and further elaborate on the *Pamplin College Promotion and Tenure Guidelines* (“college guidelines” hereafter) and Augusta University’s *University Guidelines for Faculty Promotion and Tenure* (“university guidelines” hereafter).

While it is incumbent on the candidate to demonstrate excellence in all areas of his/her professional responsibilities, it is the responsibility of the college and the candidate’s department to maintain a robust course of faculty development and assessment which, starting from the date of hire, assists the candidate in understanding what is expected for promotion/tenure, assessing his/her progress in fulfilling those expectations, and if necessary, developing an appropriate plan of improvement prior to requesting promotion/tenure.

In fulfillment of that responsibility, the Department provides all tenure-track faculty with timely and frequent opportunities to assess their progress. These include the assignment of a faculty mentor, regular annual reviews, regular peer evaluations of teaching, a comprehensive third-year review of the candidate’s progress toward tenure, and the establishment of clear expectations for the award of promotion/tenure as outlined in these and the college guidelines. Support continues after tenure through regular annual reviews and peer evaluations of teaching, as well as a comprehensive post-tenure review every five years. Full-time, non-tenure track faculty receive similar forms of support.

Purpose of this Document

The purpose of this document is to explain how the college guidelines for promotion/tenure are applied within the Department, including any departmental or discipline-specific procedures or criteria for assessment. This document only addresses the most pertinent, departmental-level criteria for promotion/tenure of full-time, tenure-track faculty. Candidates should also consult the college guidelines for a more complete understanding of the process and college-wide expectations for promotion/tenure. Guidelines for the review and promotion of Lecturers are in Appendix 3 of the college guidelines.

Additional topics and information may be found in the college guidelines, the university guidelines, the BOR Policy Manual, and the USG Academic & Student Affairs Handbook, all of which may be accessed from the Resources page of the Pamplin website at www.augusta.edu/pamplin/resources.php.

GENERAL CRITERIA AND EXPECTATIONS

To be recommended for promotion/tenure, the candidate must demonstrate all of the following:

- Appropriate credentials and experience as specified in the college guidelines. Credit toward promotion/tenure shall be awarded only if it was specified in the candidate's contract at the time of his/her hire or last promotion.
- Outstanding achievement in teaching, as demonstrated in the promotion/tenure portfolio.
- Outstanding achievement in scholarship, as demonstrated in the promotion/tenure portfolio.
- Satisfactory ("meets the standards") achievement in service, as demonstrated in the promotion/tenure portfolio.

Additionally, requests for tenure and/or promotion to the rank of Associate Professor or higher must be supported by three letters from external reviewers.

College-wide expectations for each of these topics may be found in the college guidelines. Departmental and discipline-specific criteria are described in the sections that follow.

Teaching Expectations

Teaching refers to the best practices and responsibilities required to be an effective educator, advisor, and mentor. These include: (a) knowledge of the subject matter, (b) effective planning and communication of curriculum, (c) supervision of students, (d) creation of engaging learning environments, (e) fostering of student development and engagement, (f) availability and receptivity to students, (g) fair and timely evaluation of student performance, (h) student advisement, and (i) innovation in educational delivery.

See the college guidelines for college-wide expectations for outstanding teaching. Departmental and discipline-specific expectations for outstanding teaching are described below.

Teaching responsibilities of faculty members in the Department of Music may be grouped under three broad categories: academic, applied, and ensemble. The academic faculty is concerned primarily with classroom teaching; the applied faculty is involved with instrumental or vocal instruction, usually on a one-on-one basis; the ensemble faculty is primarily engaged in directing large performing forces (orchestra, wind ensemble, choir, jazz ensemble, opera). The duties of each faculty member vary according to the type and proportion of each category he/she is assigned.

Candidates for promotion/tenure will be evaluated under the category or categories assigned at their initial appointment. Any adjustment or departure from this rule will be determined by the Department Chair, who will notify the faculty member in writing at the time the change is initiated.

Academic: The mission and professional activities of classroom teachers, primarily in music history, music theory and music education, are similar to those of classroom teachers in other colleges at Augusta University. The teaching load of academic faculty is normally the equivalent of four three-credit courses per semester. These faculty, however, may also be engaged in other musical activities such as performance, applied instruction, ensemble direction, and composition.

Applied: Applied teachers engage in a mentoring relationship with their students that is not duplicated in the academic setting. In addition to ongoing teaching and supervision of individuals, applied teachers also prepare students for frequent public appearances in the form of recital performances, competitions and semester jury examinations. Recruitment efforts, often aided through the establishment of a distinguished professional reputation, are an additional responsibility. Applied teachers normally carry 18 contact hours per week of one-on-one studio teaching (one clock hour of applied teaching = .67 workload credit). The teaching load for applied teachers may be adjusted for those who also teach classes, conduct ensembles, or have additional responsibilities. Applied teachers are also responsible for attending recitals and jury examinations within their areas.

Ensemble: Ensemble directors have responsibilities in addition to conducting ensembles, and their teaching loads reflect the unique nature of each appointment. Ensemble directors are charged with recruiting talented instrumentalists and singers into their ensembles, arranging and preparing performances, conducting rehearsals, obtaining scores and performance rights, and in some cases, composing or arranging music. In addition to the presentation of concerts by performing ensembles on campus, they are responsible for submitting application materials and preparing concert performances for AU ensembles at national and regional conferences and at other professional venues. Ensemble directors are often expected to assist other University units in planning and providing musical entertainment for special events. Additionally, ensemble directors may be involved in solo performance, classroom teaching, and/or applied teaching. Ensemble directors share with applied faculty members the responsibility for recruiting good performers. This often includes acting as liaison with public schools and serving as guest conductors, clinicians, and/or adjudicators. Ensemble directors may also be involved in planning, organizing, and directing events that motivate talented high school musicians to visit the university campus.

In the Department of Music, evidence of outstanding teaching must be derived from a variety of sources with no single source serving as the sole criterion. Required and optional forms of evidence are listed under *Promotion and Tenure Portfolio* later in this document.

Teaching expectations in the Department of Music include two categories. Category 1 centers on performance in the classroom, while Category 2 measures teaching efforts outside the classroom as well as efforts to improve one's teaching abilities.

Teaching Category 1: Proficiency in the Classroom

Regardless of reported effort for teaching, all candidates for promotion/tenure must demonstrate proficiency in classroom teaching as follows:

1. Mastery of course subject matter demonstrated by annual faculty evaluations and submission of syllabi for each course.
2. Teaching effectiveness demonstrated by peer evaluations of teaching.
3. Teaching effectiveness demonstrated by student evaluations.
4. Teaching effectiveness demonstrated by student achievement on learning outcomes

Teaching Category 2: Engagement in Pedagogical/Curriculum Development and Teaching Outside of

the Classroom

All candidates for promotion/tenure are expected to have engaged in work outside the classroom related to curriculum development, mentoring, student-centered research, and pedagogical development and innovation, which may entail any combination of the following:

1. Significant and innovative change to existing curriculum
2. Creation of new courses
3. Invited master classes, seminars, or presentations
4. Significant involvement in events sponsored by the Office of Faculty Development and Teaching Excellence or a similar entity or professional organization
5. Recognition for teaching excellence (nominations and/or awards for pedagogical excellence and/or student mentoring)
6. Supervision and/or mentorship of student involvement in concerts, presentations, or competitions outside of Augusta University
7. Act as instructor or director for Study Abroad or Study Away
8. Other activities with comparable merit and involvement to those above

Expectations for outstanding teaching vary in proportion to the candidate’s reported effort for teaching as described in the following table:

Objective	Reported Effort for Teaching	Teaching Expectations
Tenure/promotion to Associate Professor	80% (4/4)	Fulfill all expectations in Category 1 <u>and</u> a total of 4 expectations in any combination in Category 2.
	60% (3/3)	Fulfill all expectations in Category 1 <u>and</u> a total of 3 expectations in any combination in Category 2.
Promotion to Professor	80% (4/4)	Fulfill all expectations in Category 1 <u>and</u> a total of 5 expectations in any combination in Category 2.
	60% (3/3)	Fulfill all expectations in Category 1 <u>and</u> a total of 4 expectations in any combination in Category 2.

Scholarship Expectations

Scholarship refers to scholarship, research, and creative endeavors appropriate to the candidate’s discipline. In evaluating scholarship for promotion/tenure, primary consideration is given to dissemination of the individual’s scholarly work; however, consideration will be given to other forms of scholarship, especially in fields where publication of scholarly work is not a mainstream method of dissemination.

See the college guidelines for college-wide expectations for outstanding scholarship. Departmental and discipline-specific expectations for outstanding scholarship are described below.

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In the Department of Music, evidence of outstanding scholarship and professional growth must be derived from a variety of sources with no single source serving as the sole criterion. Required and optional forms of evidence are listed under *Promotion and Tenure Portfolio* later in this document.

Examples of significant, high level scholarship activities include the following:

- Performances and professional activities at a high artistic level in professionally significant venues, both in the United States and other countries (each separate performance is counted individually)
- Performances and professional activities at a high artistic level with professionally significant musical organizations (each separate performance is counted individually)
- Major peer-reviewed publications, including books, professional journals, collections, textbooks, and Festschriften
- Major compositions or commissioned works (multi-movement works of substantial length may count as more than one activity, subject to the department’s discretion)
- National or international recognition as a scholar, composer, performer, clinician, or other creative artist
- Recording or publishing contracts
- Positive reviews of publications, performances, and other artistic activity
- Other comparable activities or achievements

Expectations for outstanding achievement in scholarship vary in proportion to the candidate’s reported effort for scholarship as described in the following table:

Objective	Reported Effort for Scholarship	Scholarship Expectations
Tenure/promotion to Associate Professor	10% (4/4)	Significant and developing research in one’s area of expertise, including at least two activities of the caliber described above. Evidence of potential for national recognition in one’s field.
	30% (3/3)	Significant and recognized scholarly/creative activity and professional growth, including at least three activities of the caliber described above. Evidence of a trajectory of national recognition in one’s field.
Promotion to Professor	10% (4/4)	Sustained high level of proficiency and pattern of accomplishments in scholarship and professional growth, including at least three activities of the caliber described above. National recognition by colleagues and peers.
	30% (3/3)	Sustained high level of proficiency and pattern of accomplishments in scholarship and professional growth, including at least four activities of the caliber described above. National/international recognition.

Service Expectations

Service refers to activities that contribute directly or indirectly to the well-being of the university, college, department, profession, or broader community. These activities may be solicited or unsolicited, paid or unpaid. In evaluations of service for promotion/tenure, primary consideration is given to professional service in the area of the candidate’s expertise and that furthers the mission of AU. Service activities outside AU which relate to fulfilling one’s civic duty should *not* be considered in evaluating service.

See the college guidelines for college-wide expectations for satisfactory (“meets the standards”) service. Department and discipline-specific expectations for satisfactory service are described in the following table:

Objective	Reported Effort for Service	Service Expectations
Tenure/promotion to Associate Professor	10%	Service to the department by participating on committees, within one’s teaching/research area, and required involvement in departmental recruitment efforts. Service to the university. Active participation in a professional music association.
Promotion to Professor	10%	Sustained service to the department by participating on committees, within one’s teaching/research area, and required involvement in departmental recruitment efforts. Sustained service to the university. Sustained participation in a professional music association.

REQUIRED APPLICATION MATERIALS

An application for promotion/tenure consists of two principal components:

1. Letters from external reviewers

Three letters from external reviewers are required to support requests for tenure or promotion to the rank of Associate Professor or higher.

The process of selecting reviewers should begin at least four months prior to the start of the fall term in which the candidate intends to apply.

See *Letters from External Reviewers* below for more information.

2. The Promotion and Tenure Portfolio

The Promotion and Tenure Portfolio (“portfolio” hereafter) is compiled by the candidate to summarize and provide evidence of his/her achievements in teaching, scholarship, and service since the time of hire or last promotion.

The portfolio is due *no later than the start of the Fall term*. Consult the college calendar of promotion/tenure deadlines on the HR Promotion and Tenure Process website for the specific date.

See *Promotion and Tenure Portfolio Requirements* below for more information.

LETTERS FROM EXTERNAL REVIEWERS

Requests for tenure or promotion to the rank of Associate Professor or higher must be supported by three letters from external (non-AU) peers or academic leaders *of the same or higher rank and tenure as that to which the candidate is applying*.

To ensure adequate time to obtain the letters, the process of selecting external reviewers should occur in the spring term, *at least four months prior to the start of the fall term in which the candidate intends to apply*, and requests for letters should be made at least three months prior to the start of the fall term.

Refer to the college guidelines for detailed information about selecting and contacting external reviewers for letters, ensuring the confidentiality of the reviews, and other topics.

PROMOTION AND TENURE PORTFOLIO

The candidate for promotion/tenure must submit a portfolio that documents his/her achievements in teaching, scholarship, and service. Those achievements shall be assessed in the light of the candidate's reported effort, rank, and years of service, and in accordance with the promotion/tenure criteria specified in these and the college guidelines.

The candidate should present the information that best supports his/her candidacy based on the expectations of his/her discipline. The candidate must submit his/her portfolio to the departmental promotion/tenure committee *no later than the start of the Fall term*. (Consult the college calendar of promotion/tenure deadlines on the HR Promotion and Tenure Process website for the specific date).

Refer to the college guidelines for detailed information about the format and organization of the portfolio. The lists of required and optional forms of evidence that appear in the college guidelines have been refined below to include departmental and discipline-specific materials.

Evidence of Teaching

The portfolio should demonstrate the candidate's achievements in teaching, especially as they pertain to the nine categories of teaching effectiveness listed under "Teaching Expectations" above.

Required

The following materials must be included:

- A list of all courses taught, organized by semester and including enrollments, for the past five years.
- Summary Reports of student course evaluations for all courses taught for the past five years.

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- Copies of all summative Peer Evaluations of Teaching and other observations by Department Chair and senior faculty (i.e., class/lesson observations, student recital hearings/juries, or other student performances/activities) for the past five years.
- A list of teaching awards and other forms of recognition.

Optional

Additional evidence may include, but is not limited to:

- Up to three formative Peer Evaluations of Teaching or letters from a peer who has watched the candidate teach or has observed student performances/activities that the candidate supervised.
- Letters from up to 5 graduate students/advises that address the quality of the supervision received (if advising graduate students).
- A list of examples of student achievements such as projects, awards, honors theses, publications, presentations, time to degree for graduate students.
- A list of course and program development activities.
- Evidence that the candidate assesses whether or not s/he has been successful in improving student learning outcomes.
- An annotated list of pedagogical literature and instructional development sessions that have influenced the candidate's teaching and how the candidate has addressed this information in planning his/her classes and instructional strategies.
- Other evidence that the candidate has sought to improve teaching effectiveness (e.g., grants for curriculum development, participation in teaching workshops, etc.).
- Data on student performance on standardized examinations pertinent to the discipline.
- Jury sheets for students the candidate has supervised (with students' names redacted).
- Data on student performance in subsequent courses.
- Evidence of student/alumni accomplishments during or after their time at AU.
- Evidence of Scholarly Teaching. (See Section 4.7.2 in the *USG Academic & Student Affairs Handbook* for definitions and criteria.)
- Evidence of involvement in workshops, festivals, and lectures, including evaluations of presentations and materials.
- Other evidence that reflects excellence in teaching.

Evidence of Scholarship

The portfolio should demonstrate the candidate's achievements in scholarship, research, or creative endeavors, including the dissemination of his/her work through publication and other peer-reviewed outlets. Since not every publication or creative endeavor is of equal intellectual merit, the candidate should define and make the case for what is significant.

Required

The following materials must be included:

- A list of all publications that explicitly designates peer review from others.
- A list of invited and/or competitive presentations and clinics.
- A list of relevant creative endeavors and activities, including music performances, compositions, guest conducting appearances, arrangements of vocal/instrumental works, recordings, etc.

Optional

Additional evidence may include, but is not limited to:

- Copies of significant publications and compositions by the candidate.
- A list of invited performances, conducting appearances, seminars, and presentations.
- A list of funded research activities, with funding amounts.
- A list of awards and other honors for scholarship/creative activity.
- Copies of reviews or assessments of books, articles, compositions, performances, or other creative activity.
- A list of grants, fellowships, contracts, and scholarships as appropriate to the discipline, with funding amounts and time periods during which funding was active.
- A list of involvement in the scholarly, research, and creative products of students and other trainees, including but not limited to, conference presentations, publications, performances, and like creative activities.
- Evidence consistent with the Scholarship of Teaching and Learning, the Scholarship of Engagement, and The Scholarship of Discovery. (See Section 4.7.2 in the *USG Academic & Student Affairs Handbook* for definitions and criteria.)
- Performance recordings, recording contracts, and printed programs.
- Other evidence that highlights peer recognition of the quality and sustainable contributions of the candidate's scholarship in the field.

Evidence of Service

The portfolio should demonstrate the candidate's service as a member of communities within and beyond AU, and in activities that draw upon the candidate's professional expertise.

Required

The following materials must be included:

- A list of international, national, or regional professional committees, including any offices held.
- A list of USG, university, college, and departmental committees, organized by level, indicating leadership roles.

Optional

Additional evidence may include, but is not limited to:

- Evidence that the faculty member links his or her work in some way to public contemporary issues and/or to improving quality of life.
- Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of higher education.
- Evidence that the faculty member contributes in some way to the public good.
- Evidence that the faculty member has served his or her profession through professional organizations and/or other professionally oriented entities.

PROCESS OVERVIEW

An overview of the promotion and tenure processes is outlined in Figures 1 and 2, respectively, of the university guidelines

As the candidate's materials move up the review process, each level will decide whether to support candidate's request for promotion/tenure. At each step of the process *that is marked with an asterisk (*)* in Figures 1 and 2 of the university guidelines (the Chair, Dean, and Provost steps), candidates shall be notified via Augusta University email within five (5) business days of the recommendation and receive a copy of the written summary. **Note that any identifying references to external reviewers must be redacted in the copy sent to the candidate.** A copy of this notification should also be sent to the candidate's Department Chair.

If, at any level (including review levels not marked with an asterisk), the recommendation is made not to support the candidate's request, the candidate and the previous level of review shall be notified immediately in writing of that decision. In such cases, the process stops and the candidate's materials should not be forwarded to the next level unless the candidate appeals the decision. See *Appeals of Promotion and Tenure Decisions* below.

Additional information about the process, including the procedures for negative decisions and candidate appeals, may be found in the college guidelines.

PROMOTION AND TENURE COMMITTEE GUIDELINES

The following guidelines apply to all members of any promotion/tenure committee:

- No individual shall serve on more than one promotion/tenure committee at different levels (department, college, university).
- No faculty member in a position at or above the level of Department Chair shall serve on any promotion/tenure committee.
- All promotion/tenure committee members shall adhere to AU's Individual Conflict of Interest policy.
- The chair of the promotion/tenure committee at each level (department and college) will provide a 1-3 page letter containing a written summary of the committee's recommendation for promotion and/or tenure. If the candidate has requested *both* promotion *and* tenure, the letter must contain separate sentences conveying the committee's recommendation with regard to each request. The letter should be prepared on official letterhead, should be addressed to the chair/head of the next level of review, and should address the candidate's achievements in teaching, scholarship, and service. This letter will be added to Appendix A of the candidate's promotion/tenure portfolio as it moves to the next level of review. See *Process Overview* above for additional details on the review process.

Additional guidelines for the departmental committee are described below.

Departmental Committee Guidelines

Unless the candidate is an administrator or has a cross-departmental/cross-college appointment (see *Exceptions to Departmental Review* in the college guidelines), the promotion/tenure process begins with a departmental committee recommendation. Each department will establish a standing Departmental Promotion and Tenure Committee ("departmental committee" hereafter).

The departmental committee will write a formal, detailed letter with an explicit recommendation concerning promotion/tenure for each candidate. The letter, which should be considered a form of peer review, must articulate clear reasons for the committee's recommendation, summarizing or making specific references to the evidence presented in the candidate's portfolio. Additionally, the letter should specifically address and qualitatively evaluate any material that may be difficult for non-specialists to evaluate. This letter should be prepared on departmental letterhead and inserted in Appendix A of the candidate's portfolio.

The departmental committee shall adhere to the following guidelines:

1. The policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of the departmental committee shall be established by the department. These policies and procedures must be approved by the College Dean and the University Provost, published in the institutional policy library, made readily available to faculty, and reviewed at least every three years.

2. The committee must be comprised of a minimum of three members of the department who hold full-time appointments at the rank of Associate Professor or higher.
3. Tenure recommendations shall be made by a minimum of three tenured members of the departmental committee.
4. In the event that a department does not have three eligible members as described in 2 or 3 above, qualifying faculty from other departments in the college must be appointed to the department committee by the Department Chair or his/her designee.
5. When outside members are elected/appointed to a departmental committee, every effort should be made to solicit members who have some understanding of the disciplines contained within the department and some familiarity with those disciplines' norms for excellence.
6. Quorum rules and majority vote percentage standards will be established by the department.
7. Appeals of departmental committee decisions are to be made in accordance with the appeal procedures outlined in the university guidelines.

PRE-TENURE REVIEW

Each faculty member's department shall provide a comprehensive pre-tenure review of his/her progress toward tenure during the candidate's third year of service. If the faculty member was hired with prior credit toward tenure, a mid-course review shall be conducted.

The review committee should instruct the candidate to submit his/her materials by **January 15** of the appropriate year, and must complete its review—including communicating its findings by written report to the candidate and the Department Chair—*no later than March 15 of that year*.

Additional details about the timing, format, and process to be used for pre-tenure review are described in the college guidelines.

POST-TENURE REVIEW

Annually, Human Resources will provide the Dean with a list of faculty who are due for post-tenure review. The review shall be conducted five years after the faculty member's most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. The review committee should instruct the candidate to submit his/her materials by **January 15** of that year, and must complete its review—including communicating its findings by written report to the candidate and the Department Chair—*no later than March 15 of that year*.

Additional details about the timing, format, and process to be used for post-tenure review are described in the college guidelines.