

PROMOTION AND TENURE DOCUMENT
HAYES SCHOOL OF MUSIC
APPALACHIAN STATE UNIVERSITY

The following Hayes School of Music document on promotion and tenure is provided in addition to the guidelines of Appalachian State University as expressed in the Faculty Handbook <http://www.facultyhandbook.appstate.edu/>. The following statements elaborate on and extend the University guidelines in order to emphasize the academic characteristics that are unique to the Hayes School of Music. This document is meant to serve as a guide for assessing a candidate's qualifications for promotion and tenure. Because a given promotion and tenure case may have unique characteristics, it is recognized that interpretive adjustments of the guidelines may be appropriate in assessing that case.

The Hayes School of Music includes persons of diverse backgrounds who serve the mission of the School in various ways. Some are scholars in the traditional sense; many are performers, most are teachers of specific performance and/or pedagogical skills, and many combine these pursuits. A faculty, like a healthy ecosystem, relies on diversity in order to remain sustainable. Therefore, the Hayes School of Music embraces the unique contributions of each faculty member as vital components of the School.

The Dean completes annual evaluations of teaching effectiveness, scholarly and creative activity, and service for all faculty members. Faculty under consideration for reappointment, or applying for promotion or tenure must demonstrate collegiality and document continued growth or sustained excellence, with an ongoing commitment to the wellbeing of the School, University, community, and profession.

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SECTION I

GUIDELINES FOR FACULTY ACTIVITY

The following serve as guidelines in documenting a candidate's activities in Teaching Effectiveness; Scholarly Activity, Creative Activity, and Professional Development; and Service. The list under each category is not exhaustive, nor are all items expected of every person being evaluated.

A. Teaching Effectiveness

The Hayes School of Music affirms the primacy of teaching and learning in accordance with the University's mission statement. Types of teaching activities include classroom teaching; studio instruction; ensemble conducting; and independent/individual study, practicum, internship, student teaching, and thesis supervision. Multiple sources of information will provide foundation for assessment. These sources may include (1) faculty observation of the teacher as an instructor, (2) results of the evaluation data collected by the School (e.g., student evaluations, peer evaluations, enrollment data), (3) and student acquisition of knowledge and skills.

A candidate's record of teaching effectiveness will be evaluated on the basis of the following:

1. The candidate must submit the following:
 - a. Official summaries and written student comments from the evaluations. Students will evaluate all courses at least once a year; courses offered less frequently will be evaluated each time. Approved evaluation forms must be used.
 - b. Representative current course syllabi that exhibit careful preparation and thoughtful organization.
 - c. Description of professional development undertaken to enhance or acquire pedagogical expertise.
 - d. Results of the most recent peer review.

2. When applicable, the candidate is encouraged to submit evidence of the following:
 - a. Student and alumni achievements, including academic recognition, examination results, honors or awards, performances at auditions and festivals, ensemble performances, internships, job placements, admission to graduate schools, presentations at professional meetings, publications, or other successes.
 - b. Incorporation of new developments in instructional methods and course content (e.g., ongoing evolution of pedagogical methods, continuing evaluation of course content, exploration of new teaching methods, or pedagogical materials developed specifically for courses at Appalachian).
 - c. Performances of student ensembles conducted/coached.
 - d. Awards or honors received for teaching excellence.
 - e. Effective recruiting and advising of students
 - f. Supervision of independent studies, master's and honors theses, and internships/student teaching

- g. Instructional grants and contracts funded, unfunded, or pending.
 - h. Effective teaching as witnessed by colleagues in the area and senior faculty.
3. The candidate may submit the following:
- a. Evaluation of teaching effectiveness based on an independent evaluator's observation of student or alumni competence such as juries, recitals, or performances; preparedness for student teaching, internship, graduate study, or employment; or recognized scholarly activity.
 - b. Pedagogical materials for class, studio or ensemble instruction.
 - c. Effective teaching as witnessed by junior faculty or colleagues in other areas.
 - d. Other indicators or descriptors that support teaching effectiveness.

Candidates for promotion to Associate Professor or tenure must demonstrate commitment to and effectiveness in teaching. Candidates for promotion to Professor must demonstrate the maturity of their teaching by showing that their instructional contributions are significant, multifaceted, and developed to a high level that has been sustained over time.

B. Scholarly Activity, Creative Activity, and Professional Development

The Hayes School of Music is comprised of composers and performers (vocalists, instrumentalists, and conductors) and academicians (music theorists, music historians, music educators, music therapists, and music industry professionals). Therefore, the nature of scholarly and creative activity carried out by the faculty is diverse. Further, some faculty members teach in both academic and performance areas and, thus, may have a combination of scholarly and creative activities.

The School recognizes that scholarly activity, creative activity, and professional development enable faculty to remain current in their areas of specialization. These activities at the international, national, regional, state, and University levels are highly regarded because (a) faculty members serve as important role models for students, (b) such activity is of utmost importance in developing a strong recruitment base for the School, and (c) this activity supports the University's mission of the "practice and propagation of scholarship" as well as its commitment to serve as "a center of cultural and professional activity within its state and region."

Scholarly activity in the Hayes School of Music includes

1. Publication of books, articles, chapters in edited volumes, monographs, computer software, periodic columns, or reviews. Most desirable are those that represent a juried selection for inclusion in a national or international venue, publication by a recognized publisher in the field, or an invitation by a nationally/internationally recognized organization or learned society. Workbooks, study guides, anthologies, and other materials produced specifically for Hayes School of Music courses and not broadly disseminated should be classified under teaching.

2. Presentations, lectures, clinics, workshops, and poster sessions at conferences, conventions, seminars, or other colleges/universities. Most desirable are those presentations that are for professional organizations on the international, national, regional, or state level.
3. Editorships and membership on editorial boards; or peer reviewing for scholarly journals, publishers, and granting agencies.
4. Research grants and contracts funded, unfunded, or pending.
5. Awards and honors that recognize particular aspects of scholarship.
6. Unpublished materials that have received favorable and documented peer review.
7. Other accomplishments that indicate scholarly achievement

Creative activity in the Hayes School of Music includes

1. Significant public performances at the international, national, regional, state, or local level. The significance of public performance will be evaluated on the basis of location, nature of the audience, quality, quantity, and critical review (peer and/or external evaluation). Most desirable are those performances that are for or with professional music organizations on the international, national, regional, or state level. The tradition in the field of music is that the audition or invitation to perform is equivalent to the juried peer review.
 - a. For instrumentalists and vocalists, such performances may occur in various solo or collaborative settings, including solo recitals, concerto performances, chamber recitals, large ensemble concerts, performance workshops, master classes, and clinics.
 - b. For conductors, such performances may occur in settings other than regular semester concerts including professional ensembles, invited guest conducting, clinics, workshops, and master classes.
2. Compositions and arrangements published by recognized publishers.
3. Commissions and performances of compositions or arrangements at international, national, state, or University events.
4. Professional recordings of compositions or arrangements. Most desirable are recordings released by respected labels in the appropriate discipline.
5. Professional recordings of solo, chamber, or large ensemble performances. Most desirable are recordings released by respected labels in the appropriate discipline.
6. Awards and honors (e.g., competition prizes, invited appearances) that recognize performers, conductors, and composers.
7. Arts grants and contracts funded, unfunded, or pending.
8. Other indicators or descriptors that support performance or creative achievement.

Professional development may be demonstrated by

1. Attendance at and participation in professional meetings and conferences.
2. Attendance at and participation in workshops and/or master classes that advance one's professional knowledge and skill.
3. Completion of advanced or specialized trainings in one's academic discipline.

4. Continued individual study that advances the art of performance and studio teaching.

Candidates for promotion to the rank of Associate Professor or tenure must demonstrate a record of sustained scholarly or creative activity within his/her academic discipline. Candidates for promotion to the rank of Professor must demonstrate that they have produced a coherent body of substantial scholarly and/or creative work that has influenced the candidate's profession. The assigned load of the faculty member will be considered in determining the expectation of the scope of this body of work.

C. Service

Because shared governance is valued, faculty members are expected to participate on committees and in activities that advance the goals of the School. Faculty members also should be involved in the profession, the University, and/or the community.

Music faculty members are encouraged to participate in appropriate, professional organizations and to attend their meetings. They are encouraged to hold office in such organizations, to assist in the presentation of programs, to serve as adjudicators and clinicians, and to be active in other appropriate ways. Professional service through guest appearances, clinics, and master classes in public schools and on other campuses also is important. Where such service results in significant performance and recruiting opportunities, or opportunities to develop and demonstrate leadership skills, it is an important component in evaluation.

Effective recruitment and retention of students are important components and essential concerns for all faculty members. While some faculty may be more directly involved in active recruiting than others, the overall welfare of the School dictates that all faculty members seek opportunities to ensure the recruitment and retention of as strong a student body as possible. While methods, procedures, and circumstances may vary with the area of specialization, activities that are in the broadest sense considered as recruitment should be visible.

Service in the Hayes School of Music includes

1. Committee service at the School and/or University level including leadership roles
2. Administrative duties within the School (e.g., coordinator, program director)
3. Participation in auditions and/or recruiting days
4. Effective recruiting (identification of and communication with prospective students); for performance faculty, this will be demonstrated in the quantity and quality of the individual studio.
5. Adjudications, clinics, or consultancies
6. Service to professional organizations including committee appointments and elected office
7. Arts-related community activity including service to public school programs.
8. Developing and leading special programs (e.g., hosting conferences, leading study abroad programs)

9. Service grants funded, unfunded, or pending
10. Other service to the University, the profession, or the community

Candidates for promotion to the rank of Associate Professor or tenure must demonstrate a pattern of active, significant service to the University and to either the profession or the community. Candidates for promotion to Professor typically will have successfully assumed leadership roles on or off campus.

SECTION II

PROMOTION AND TENURE

Promotion is based upon achievement, distinction, and the impact of one's contributions, not the duration of one's employment. Although an Assistant or Associate Professor may be recommended for promotion at any time, time in rank may be a salient consideration as the impact of contributions increases over time. Aggregate contributions over a period of time may yield more significant achievement than might be accorded to any single contribution.

Faculty members are encouraged to consult Chapter 3, Section 3.4.2 of the University Faculty Handbook concerning academic rank and the timetable and criteria for promotion and tenure according to rank and prior creditable university service. According to Section 3.4.2.7.2 (a), minimal criteria for promotion to Professor include "at least 10 years of appropriate experience" unless there are "exceptional circumstances."

The candidate for Associate Professor is developing a record of outstanding performance in one or more areas of professional activity, while the candidate for Professor has achieved distinction for such performance. While the particular configuration of any individual's contributions will always be unique, it is nevertheless possible to anticipate profiles of outstanding achievement worthy of promotion. Examples of these profiles are described below, with the understanding that alternate profiles, or alternate combinations of the features contained within them, may emerge in individual cases.

Criteria for each area of professional activity, which are defined above, are as follows:

A. Teaching

Candidates for promotion to Associate Professor must demonstrate commitment to and effectiveness in teaching. Candidates for promotion to Professor must demonstrate the maturity of their teaching by showing that their instructional contributions are significant, multifaceted, and developed to a high level that has been sustained over time.

B. Scholarly or Creative Activity

Candidates for promotion to the rank of Associate Professor must demonstrate a record of sustained scholarly or creative activity within his/her academic discipline. Candidates for

promotion to the rank of Professor must demonstrate that they have produced a coherent body of substantial scholarly and/or creative work that has influenced the candidate's profession.

C. Service

Candidates for promotion to the rank of Associate Professor must demonstrate a pattern of active, significant service to the University and to either the profession or the community. Candidates for promotion to Professor typically will have successfully assumed leadership roles on or off campus.

D. Sample Profiles of Achievement

Three typical profiles of achievement are described below. The particular configuration of any individual's contributions will be unique and alternate profiles or alternate combinations of components of these profiles may emerge in individual cases.

The Research or Creative Activity Profile. A record of outstanding achievement in this area is most clearly marked by production of significant creative works or scholarly publications, and the positive reception and impact of these works may be confirmed by reviews, awards, citations, or other forms of creative or scholarly recognition. The achievements of the candidate will be deemed to have made a significant impact upon a creative or scholarly field, and this determination may be confirmed by the testimony of qualified, impartial reviewers.

The Distinguished Teaching Profile. A record of outstanding achievement in this area will reveal not only effective and inspiring performance in the classroom, rehearsal room, or clinical setting but also a strong connection of teaching to scholarship, involving contributions in a variety of areas. These may include curriculum design and program development, directing research projects, participating in workshops and institutes, participating in interdisciplinary programs, developing instructional technology and innovative pedagogies, and authoring instructional materials. The tangible products of such efforts will often take the form of textbooks, manuals, software and other course materials; creation or application of new technologies in the classroom; articles on pedagogy or curriculum design; and reports based on program grants and contracts devoted to developing and disseminating innovative pedagogies. The quality and impact of such efforts, as well as the quality and impact of the candidate's teaching performance, will be well-documented and may be confirmed by the reviews of appropriate individuals in the field. The candidate will have made a strong cumulative contribution to the teaching mission of the University and to teaching in the candidate's field.

The Applied Scholarship/Professional Service Profile. A record of outstanding achievement in this area is likely to involve numerous applications of scholarship in a variety of settings, resulting in a strong cumulative impact over a period of time. The tangible scholarly products of such efforts may take such forms as commissioned research reports, articles in the popular or regional press, and editorial, curatorial, or community education projects. This work may

result in the establishment of programs that integrate research with service to the community. It may also involve the establishment and management of academic programs within the University, or of faculty development, student development, or operations that are adjunct to academic programs. In any particular circumstance, the candidate's portfolio will contain (a) activities that are demonstrable extensions or applications of scholarship; (b) activities that further the teaching and research mission of the School; and (c) multiple contributions whose quality and impact are confirmed by appropriate individuals in the field. The candidate will have made a significant impact upon practice or policy in an area of importance through the work of applied scholarship.

SECTION III

FACULTY WORKLOAD RELATED TO TEACHING, SCHOLARLY OR CREATIVE ACTIVITY, AND SERVICE

Determining the workload for a specific faculty member requires consideration of many variables related to the School's goals and expectations for teaching, research or creative activity, service, and directed professional activity. In most cases, counting semester hours alone fails to reflect the totality of a faculty member's effort, and is therefore insufficient for developing or comparing workload assignments. Individual workload assignments must allow for both flexibility and maintenance of the School's commitment to quality instruction and academic excellence.

A. Guidelines for Faculty Workloads

The following guidelines are stated with regard to the determination of faculty workloads in the Hayes School of Music:

1. The Dean makes assignments and adjustments to assignments based upon (a) an overall expectation of the School's instructional productivity, negotiated annually with the Provost; (b) consideration of the guidelines for individual teaching assignments (items 2 and 3 below); and (c) consideration of the differential weightings of teaching, research or creative activity, and service assigned to a faculty member in a given year.
2. Load assignments for full-time faculty are based upon the expectation of 24 full-time equivalent hours (FTEs) per academic year. The normal assignment for teaching is 18 FTEs annually with 6 FTEs allocated for research or creative activity. Guidelines for the 6-FTE allocation for research or creative activity are provided below. In lieu of the extensive research or creative activity necessary to meet these guidelines, tenured or full-time, non-tenure track faculty may request an assignment of 24 FTEs of teaching per year. The faculty member teaching 24 FTEs would be expected to maintain a record of ongoing professional development.
3. Modifications to a faculty member's assigned hours for teaching may be made on the basis of considerations listed in item #1 above, and also in consideration of alternative

assignments beyond those routinely expected of all faculty members in the School. Alternative assignments may include academic administration, unique service commitments, substantial curriculum and/or course development, or other special assignments. Service on School and University committees is not an alternative assignment but is expected as part of the normal responsibilities of a faculty member. In addition, hours assigned for teaching may increase or decrease in consideration of the type of courses taught and/or number of student credit hours generated.

4. Assignments other than teaching will be reviewed and approved by the Dean.
5. The Dean will monitor the workload of the faculty and discuss workload with individual faculty members during the annual conference. A record of a faculty member's assigned workload will be included as part of the documentation for annual reviews, reappointments, promotions, tenure, and post-tenure reviews.

B. Scholarly or Creative Activity in Support of the 9-Hour Teaching Load

The record of scholarly or creative activity for each individual faculty member will be reviewed annually. The review will cover the previous three-year period. Scholarly or creative activity must be documented by the faculty member in the annual report in order to receive a teaching load of 9 hours (per semester) in the following year. The significance of each activity will be evaluated according to the nature of the event, composition of the audience, and critical review (peer and/or external evaluation). The faculty member who has carried a teaching load of 12 hours and who wishes to pursue major scholarly or creative activity may request and be granted a 9-hour teaching load. In that case, the faculty member would be given three years to fulfill requirements listed below.

Scholarly or creative activity in support of the 9-hour teaching load should reflect that faculty member's teaching assignment. It is recognized that some faculty teach in both academic and performance areas and, thus, may have a combination of scholarly and creative activities in support of the 9-hour teaching load. The particular configuration of any individual's scholarly or creative activity will be unique and alternate combinations of these may emerge in individual cases.

1. Scholarly Activity

For *academicians* (i.e., music theorists, music historians, music educators, music therapists, and music industry professionals) scholarly achievement leading to a 9-hour teaching load may be demonstrated over a three-year period by one of the following or an equivalent combination:

- The refereed publication of a book, two articles in scholarly journals, or two chapters in scholarly books by a recognized publisher in the field.

- Three scholarly presentations, lectures, clinics, and/or workshops at conferences, conventions, seminars, or other universities at the international, national, regional, or state level.
- A major, externally funded research grant in support of scholarly or creative activity. The amount of funding should be sufficient to cover approximately 3 FTEs adjunct replacement for the duration of the reassigned time.

Other activities that demonstrate scholarly achievement will be considered in partial fulfillment of the items above, including but not limited to

- Editor of scholarly journal
- Panel presentation at international, national, regional, or state conferences or symposia, hosted by professional associations or academic institutions
- Regular column for professional magazine or e-zine
- Editing music or music series for major publisher
- Reviews of books, monographs, or recordings
- Editorial review board for scholarly journal
- Creation and publication of software
- Poster presentation at professional meetings
- Clinics or workshop presented to professionals
- University or professional organization award that recognizes excellence in scholarship.

2. Creative Activity

For *performers* (i.e., conductors, instrumentalists, composers, vocalists) creative activity leading to a 9-hour teaching load may be demonstrated over a three-year period by one of the following or an equivalent combination:

- Three significant public performances at the international, national, regional, state, or University level (e.g., solo recitals; soloist in a concerto; featured role in an opera or oratorio; or chamber recitals in small groups).
- Three presentations of master classes or workshops at professional events at the international, national, regional, or state level.
- A commission and performance of a significant composition at an international, national, regional, or state event.
- An externally funded grant in support of creative activity. The amount of funding should be sufficient to cover approximately 3 FTEs adjunct replacement for the duration of the reassigned time.

Other indicators or descriptors that support creative achievement will be considered in partial fulfillment of the items above, including but not limited to

- A professional recording of a composition. Most desirable are recordings released by respected labels in the appropriate discipline.
- A professional recording of solo, chamber, or large ensemble performance. Most desirable are recordings released by respected labels in the appropriate discipline.

- Multiple performances with a professional ensemble.
- Concerts by larger chamber ensembles.
- Solo or chamber performance as part of a recital by multiple professional artists (e.g., Encores Recital).
- Presentations of master classes or workshops at other institutions of higher education.
- University or professional organization award that recognizes excellence in creative activity.

3. Short-Term Reassigned Time

Full time faculty who choose to teach a 12-hour load may be granted defined periods of release for continuing education or development of unusual or exceptional materials related to teaching at the discretion of the dean (e.g., online courses, software development for classroom use, unpublished texts or workbooks for use in Appalachian courses).

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