

PROMOTION AND TENURE EVALUATION CRITERIA

Division faculty will be evaluated for promotion and tenure in three areas: teaching, professional activities/research, and service. General guidelines for evaluation are as follows:

I. TEACHING

Regardless of other professional activities, high quality teaching is mandatory for tenure and promotion to Associate Professor and Full Professor. Assessment of the quality of teaching must take into account (1) thorough coverage of concepts and skills as specified by course syllabi and their alignment with course catalog descriptions, (2) use of effective teaching strategies suited to the subject matter, and (3) positive student/teacher interpersonal relationships. The teacher is expected to be fair, impartial, conscientious, consistent, well prepared, thoroughly competent in knowledge of subject matter, informed regarding current trends in the field, and able to engender the respect of students. The Reappointment, Promotion, and Tenure Committees (including the Division Chair, Dean and Provost) will determine the quality of teaching through such mechanisms as student appraisals of teaching, peer observations, teaching awards, and other supporting documentation.

II. SCHOLARLY, CREATIVE, AND PROFESSIONAL ACTIVITIES

The Division of Music Education must be composed of individuals who ceaselessly improve their professional expertise, continually develop their individual scholarship, and perpetually advance their professional visibility and influence. Further, it is each faculty member's responsibility to augment and expand the body of knowledge in music education. For promotion and tenure, scholarly, creative, and professional activities are of primary importance. Evidence of achievement in the area of scholarly, creative, and professional activities may be demonstrated through a variety of means. However, these activities must reflect high standards of scholarship and/or artistry in order to qualify as appropriate reflections of achievement. The professional activities of each faculty member will be evaluated in terms of quality and quantity, importance, and scholarly significance. It is incumbent upon the individual to provide evidence that will enable the Reappointment, Promotion and Tenure committees to properly evaluate these activities.

Tenure/Promotion to the Rank of Associate Professor

Efforts leading to publication are essential for faculty at any music education program aspiring to a position of excellence. Therefore, such activities must receive a high priority for tenure and promotion to Associate Professor. Music Education is a journal field. Therefore, although publication may be broadly defined to include practitioner articles, books, book chapters, reviews, recordings, translations, software, and other endeavors, the highest value will be placed on research articles published in blind-peer-reviewed research journals. Because journal rankings in music education can fluctuate (and are thus unreliable at any one moment in time), it is incumbent upon the faculty member under review to provide evidence of a publication's merit (e.g., indexing, ranking, quantity of citations, acceptance rate, audience/subscription size, etc.). For tenure and promotion to Associate Professor, individuals must provide evidence of an emerging national reputation through published peer-reviewed research articles that support a clear line of inquiry.

Published books (or books under a publishing contract) may be acceptable for credit toward tenure and promotion to Associate Professor based on factors such as quality of scholarship, significance of the work for the profession, generation of new knowledge, reputation of the publisher, etc. The Reappointment, Promotion, and Tenure committees will determine whether a book meets the standards of scholarship established by peer-reviewed research journals.

Collaborative scholarship is often appropriate, and the Division values it as a legitimate form of inquiry and production. However, publications for which the individual is the sole or first author (of a multi-authored work) will be valued more highly than other collaborative efforts, unless the faculty member provides evidence that all co-authors on a project contributed equally. Additionally, collaborations with former

teachers or mentors, while a sound strategy for early-career faculty, cannot alone establish an independent, emerging national reputation.

Faculty presentations at scholarly conferences are essential for establishing a national reputation, disseminating research, peer networking, and as a means of gaining feedback on works in progress. As such, paper presentations at national and international research conferences are highly valued by the Division. However, such activities should be seen as helping faculty to prepare their works for publication and are thus less ends in themselves than means to achieving ends. Faculty will receive recognition for conference presentations, but they will be afforded less significance than publications when considering merit evaluation/ranking or tenure and promotion (except in cases of a keynote address or a presentation given at a conference that can be demonstrated to be both peer-reviewed and highly selective). Such activities may be afforded more significance when probationary faculty are being considered for reappointment at the time of midterm review (i.e., they may constitute evidence that someone who has not yet had a chance to establish an extensive publication record is in fact pursuing an active program of scholarship/creative activity).

While articles aimed at a practitioner audience (and published in journals not focused on research) contribute to the body of literature, help disseminate knowledge, and are of high value to the profession, greater importance will be placed on published scholarly research; a high number of articles for practitioners (even if peer-reviewed) cannot compensate for a lack of published peer-reviewed research. The same also applies to presentations at practitioner music education conferences (such as state music education association conventions and national practitioner conferences).

Other important indicators of achievement include the receipt of fellowships and grants; musical performance; adjudicating; professional consulting; invited lectures; invited visiting scholar appointments; invited keynote addresses; invited chapters in edited volumes; significant book publications; and other activities that exhibit scholarly and/or professional expertise and competence. Of lesser importance, but still a mark of recognition by one's peers, are appearances as panel moderator, participant, discussant, clinician, workshop leader, or other similar roles. The evaluation committees will consider the quality and significance of each professional activity based on factors such as scope, impact, scholarly reputation, prestige of publisher/editor, reputation of host institution, size of grant, etc. in evaluating the individual's achievement in this area as it relates to tenure and promotion to Associate Professor. Particular importance will be placed upon those activities that clearly advance the reputation and stature of the individual faculty member, the Division, and the College.

Promotion to the Rank of Professor

Promotion to (Full) Professor is predicated on the candidate's documentation of an established national/international reputation. For promotion to Professor, candidates should present evidence of a line of research becoming more established, contributing to new knowledge that is consequential in the profession, with multiple publications in high caliber research journals. National or international status research publications and presentations need to be extensive to document sufficient quantity. Other important indicators of achievement include the receipt of fellowships and grants; musical performance; adjudicating; professional consulting; invited lectures; invited visiting scholar appointments; invited keynote addresses; invited chapters in edited volumes; significant book publications; and other activities that exhibit scholarly and/or professional expertise and competence. The evaluation committees will consider the quality and significance of each professional activity and the quantity of such activities in evaluating the individual's achievement in this area as it relates to promotion to Professor. Particular importance will be placed upon those activities that clearly advance the reputation and stature of the individual faculty member, the Division, and the College. Of lesser importance, but still a mark of recognition by one's peers, are appearances as panel moderator, participant, discussant, clinician, workshop leader, or other similar roles. The Reappointment, Promotion, and Tenure committees will determine whether some appearances as panel moderator, participant, discussant, or other similar roles in prestigious international, national, or regional settings may be considered as significant scholarly work.

III. SERVICE

Service to the Division, College, University, Community, and Profession is expected of all faculty members (at some level) and shall be evaluated on the basis of the extent and significance of the contribution. For all faculty, indicators of achievement in this area include awards for service, certificates of appreciation, and similar honors. Music education community engagement experiences are essential in the Division of Music Education; experiences that engage faculty with K-12 teachers, students, and the community in the local area and the state are especially important.

Tenure/Promotion to the Rank of Associate Professor

For promotion to Associate Professor, engaging in the activities of professional organizations provides supporting evidence of growth and/or prominence. Additionally, attending professional conferences and meetings for professional development and presenting invited clinics or workshops at the local and state levels are considered valued forms of participation.

Promotion to the Rank of Professor

For promotion to the rank of Professor, editorships and editorial board memberships (especially those of nationally circulated journals), organizing professional conferences and meetings, presenting invited clinics or workshops at the regional and national levels, and serving in positions of international, national, and regional leadership are the most valued forms of participation. Individuals seeking promotion to Professor should also demonstrate a record of service activity within the institution, including serving on university, college, and division standing and ad hoc committees (such as faculty search committees). Leadership positions within these committees are particularly noteworthy. Coordination of academic programs is an important and significant service to the Division.

Approved, Music Education Division (October, 2018)