

(4.4) Reappointment, Promotion and Tenure—Guidelines by Division

(4.4.1) DIVISION OF COMPOSITION STUDIES GUIDELINES FOR PROMOTION AND TENURE

Section 1.1 Preamble--The Division of Composition Studies recognizes the need for diversity, both in its faculty's professional activities and its modes of instruction. Individuals will be encouraged to contribute to the program in a unique way and will be assured of a variety of routes to advancement. The promotion and tenure evaluation will focus on teaching, professional activity, and service.

The Division Promotion and Tenure Policies and Procedures shall be consistent with University policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

Section 1.2 Teaching--Evidence of teaching effectiveness must include student evaluations. In this Division, other indications of teaching effectiveness include, but are not limited to:

- Keeping abreast of current creative and scholarly work in the subjects taught
- Faithful meeting of classes and lessons
- Comprehensive coverage of material according to the course description and the students' needs
- Accessibility to students
- Production of appropriate syllabi and other course materials
- New preparations
- Teaching innovations
- Teaching awards
- Assisting students with career development and professional placement
- Student accomplishments
- Advising
- Directing theses and dissertations as major or minor professor
- Leadership role in curriculum development

The faculty member may request observation of his/her teaching and/or the interview of his/her students by the Chair or other faculty members.

Section 1.3 Professional Activity--The professional activities appropriate to this Division include, but are not limited to:

- New works composed.
- Commissions.
- Compositions performed.

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- Compositions, books, and articles distributed through publication or other means.
- Recordings released and distributed.
- Reviews of compositions, books, and articles.
- Conducting and/or performing activities.
- Lectures and presentations.
- Service as an officer in a professional organization.
- Receipt of commissions, residencies fellowships, grants, prizes, and awards.

Section 1.4 Service--The service activities appropriate to this Division include, but are not limited to:

- Membership on thesis and dissertation committees (other than as major or minor professor).
- Membership on Division, College, and University Committees.
- Academic units and/or committees chaired/directed.
- Activities coordinated and directed.

Section 1.5 Promotion to the Rank of Associate Professor--For Promotion to Associate Professor and/or tenure at that rank, the faculty member is expected to achieve professional recognition on at least the regional level.

Section 1.6 Promotion to the rank of Professor--For Promotion to Professor and/or tenure at that rank, the faculty member is expected to achieve professional recognition on at least the national level.

Approved Composition Division (December 6, 1991)

(4.4.2) DIVISION OF CONDUCTING AND ENSEMBLES GUIDELINES FOR PROMOTION AND TENURE

1. General Criteria—The policies and procedures for promotion and tenure in the Division of Conducting and Ensembles are supplemental to the University policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

2. Criteria for Evaluation of Promotion and Tenure

- a) **Teaching**—Demonstration of competence and effectiveness in teaching is central to the mission of the University and is an absolute requirement under these guidelines. Efforts at curriculum development, teaching innovation, creative programming, and ongoing self-education shall also be considered in the evaluation of faculty insofar as these activities pertain to teaching competence.

Evaluation of the faculty member's teaching performance will be proportionate to the percentage of effort negotiated between the faculty member and the division chair under the UNT workload policy. However, consideration must be given to the fact that for certain directors the assumed administrative load figure may not represent fairly the full amount of administrative work necessary to maintain the ensemble program.

Successes of recent students, whether ensemble members or graduate conducting students, will also be considered in evaluating effectiveness of teaching.

Other unique and demonstrable opportunities for student learning should be considered, to include advising and mentoring.

The success of the various ensembles in the College of Music is dependent on the enrollment of adequate numbers of qualified students. Therefore, consideration will be given to the appropriateness of recruitment activity relative to his/her assignment as well as the effectiveness of qualified students in the classroom, ensemble, or program.

- b) **Scholarly, Creative and Professional Activities**—Opportunities for professional recognition outside the University vary greatly in nature and extent among the various conducting disciplines represented in the Division of Conducting and Ensembles. Consequently a faculty member in this Division shall be evaluated according to standards that are appropriate for the faculty member's ensemble specialization.

Creative and professional activity for members of this Division is normally centered on ensemble performance, either as conductor, or as a director preparing an ensemble for collaborative performance. Related activities, such as preparing compositions or arrangements, adjudication and clinics, seminars, workshops and camps are also part of this work. Though conductors are generally more involved in performance related activities, appropriate recognition shall nonetheless be given for publications (books, articles, translations, program notes, educational materials, and commercially released CD

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and DVD recordings) and research (pedagogical and musicological, including public presentation of work in progress).

Recognition shall also be accorded to awards and honors such as prizes and grants; participation in professional organizations (offices held or other professional contribution) shall be considered as evidence of positive professional recognition. Other creative and professional activities not herein enumerated which serve to enhance the reputation of the faculty member should also be given proper recognition.

Significance shall be determined and/or negotiated for those activities, whether internal or external and not limited to UNT performing ensembles, which increase the regional, national and/or international reputation of the faculty member and the College of Music. Appropriate weight will be given to the level of the ensemble conducted, since the top ensembles have more opportunities. Work such as recordings, appearances at major conferences within the field must be considered. Collaborative efforts, both internally and externally will be considered.

In all of these categories, weight and significance shall be in proportion to the scope of the activity (local, regional, national and international) and the professional stature of the entity with which the activity is associated.

For promotion to Associate Professor, the faculty member must have an emerging national reputation. For promotion to Full Professor, the faculty member will have an established national and international reputation, with the indication of continued growth and contribution at those levels.

- c) **Service**—Service is expected of all members of the Division, including service to the Division of Conducting and Ensembles, the College of Music, the University, the profession, and to the community. Service activities may include, but is not limited to, performances for various University and community functions, committee memberships, service on the Faculty Senate, special administrative or other assignments, student advising, and holding office and/or contribution to community organizations. Additional significance will be accorded positions with additional responsibilities, such as committee chairmanships.

Approved: Conducting and Ensemble Division, November 2014

(4.4.3) DIVISION OF INSTRUMENTAL STUDIES GUIDELINES FOR PROMOTION AND TENURE

Section 1.00. Policy and Procedures--The Division of Instrumental Studies Promotion and Tenure Policies and Procedures shall be consistent with University policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

Section 2.00. Criteria Guidelines

2.1. Recommendations for promotion and tenure, as stated in the UNT Policy Manual, are based on critical appraisal of the contributions of candidates to the goals of the university. Evaluation will focus on three principal functions: teaching; scholarly, creative and professional activities; and service.

2.2. Quality teaching is a minimum expectation for the granting of tenure and for promotion. No recommendation should be made in case of any reasonable doubt.

2.3. Balance between teaching, professional activity and service may be expected to vary from individual to individual; however, contribution in one area alone will rarely quality a person for promotion or tenure. Therefore, professional activity, even of exceptional quality, will not compensate for indifferent teaching; nor will unusually effective teaching compensate for a lack of professional accomplishments manifesting the individual's continuing professional growth and development.

2.10. TEACHING: Activities include, but are not limited to: private instruction, classroom teaching, direction and coordination for ensembles, supervision of special problems classes, special lectures and presentations, jury adjudication, curriculum advising, recital advising, recital adjudication and auditioning.

2.11. Effectiveness shall be characterized by an ongoing commitment to excellence. Faculty members shall be evaluated on the quality and growth/retention of a faculty member's studio; student improvement; student achievement; student evaluation; significant student performances; class syllabi, class materials and awards. Teaching effectiveness shall also be determined by considering a faculty member's activity in other instructional-related activities including advising, auditioning and adjudicating juries.

2.12. Faculty who teach in more than one division shall have the option of choosing evaluators from both divisions.

2.20. RESEARCH, SCHOLARLY, CREATIVE AND PROFESSIONAL: Activities include, but are not limited to, activities such as: performances on and off campus, publication, research, recruiting, master classes, clinics, adjudicating, holding of office and/or contribution to professional organizations and grants received or applied for. Significance shall be given to activities both on and off campus that increase the regional,

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national and international visibility and reputation of the faculty member. Significance shall also be given to awards, prizes or grants received for performance or research.

2.21. The balance of professional activity is at the discretion of the faculty member depending upon his or her strengths and upon the needs of the individual area. Continuing growth and development in teaching and professional activity must be evidenced for all promotions and for the granting of tenure. For Promotion to Associate Professor and/or tenure at that rank, the faculty member is expected to achieve professional recognition on at least the regional level. For Promotion to Professor and/or tenure at that rank, the faculty member is expected to achieve professional recognition on at least the national level.

2.30. Service to the area or division, the college and the university is expected of all members of the faculty in developing and implementing the instructional program. Outstanding service achievements, while recognized, will not ordinarily serve as a primary basis for promotion and/or tenure. Service activities include service to the area or division, the college, and the university, as well as professionally-related public service activities. Service may include activities such as committee work, faculty senate work, special assignments, administrative tasks, advising of student organizations and professionally-related public service activities such as performance, clinics and workshops.

Approved: Instrumental Faculty

(4.4.4) DIVISION OF JAZZ STUDIES GUIDELINES FOR PROMOTION AND TENURE

Preamble

1. **Policy and Procedure:** The policies and procedures for promotion and tenure in the Jazz Studies Division shall be consistent with all University promotion and tenure policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.
2. **General Criteria:** The general criteria for evaluation shall be consistent with the criteria as stated in the University Policy Manual, section 06.007.

This document is intended for use by tenure-track faculty as they plan their work on the path towards tenure, and by those who evaluate them. To be maximally useful it must state clearly the types of work to be evaluated, what counts as evidence of achievement, and what standards will be used to evaluate it. It must enable a determination of when faculty work is meeting expectations fully, when it has fallen short, and when it has exceeded expectations. It must be reviewed often and revised as necessary according to changes in the types of work expected and their relative value. It must provide a framework for demonstrating steadily increasing expectations as the program, the college, and the university work towards higher standards of excellence. It should be evident by comparing existing and proposed portions of the document that follows that if all or many of the proposed revisions are accepted by the faculty, this will constitute a significant increase in rigor that provides the foundation for future increases.

Each division in the College of Music has its own criteria because the nature of teaching, research, and service, and the balance among them are different in each of the musical disciplines. Faculty in Jazz Studies endorse the importance of producing a body of work that can be evaluated by peers. Faculty in Jazz Studies value teaching and research equally. While service receives secondary emphasis, it is viewed as important because it serves the needs of the institution, the professional community, and society at large.

These criteria should be used with an awareness of the history of the jazz studies program. The primary reason for the early prominence and continued excellence of the program is the dedication to teaching on the part of the early faculty. We maintain an even balance between teaching and research. We have a group of faculty who collectively are prominent nationally and internationally as performers, composers, conductors, and authors. We retain as a core value a commitment to the artistic and intellectual growth of our students.

TEACHING

Effective teaching in the Division of Jazz Studies shall be characterized by a commitment to excellence that is demonstrated by a measurable positive outcome. Quality teaching is expected.

Types of work to be evaluated

1. Classroom teaching
2. Private instruction (including participation in juries and supervising departmental recitals)
3. Direction of ensembles (including participation in ensemble auditions)
4. Special lectures and presentations
5. Guiding student research (including master's pedagogy research, doctoral dissertation research)
6. Off-campus teaching or teaching directed towards learners other than UNT students
7. Recruitment of well-prepared students (including participation in on-campus auditions and evaluation of audition recordings)
8. Advising students
9. Supervising graduate students

Evidence of achievement

1. Class syllabi and other class-related documents
2. New course preparations
3. Revision of existing courses
4. Revision of degree programs
5. Revision of catalog requirements
6. Student evaluations (including documentation of effort expended to ensure the reliability of student evaluation to the extent that it is under the faculty member's control)
7. Awards and honors received by the faculty member
8. Significant student achievements, such as awards and honors, beyond completion of degree requirements. For significant student achievements, the types of research work to be evaluated for faculty are applicable to students (performances, recordings, publications, unpublished items, etc.).
9. The degree to which students are prepared for successor courses
10. Other activities related to instruction
11. Peer evaluation

The area coordinator or chair will observe the teaching of untenured faculty members, once per year, for at least their first three years. A tenured professor may request the observation of his or her teaching and/or the interview of his or her students by a tenured member of the division faculty; the observation will be communicated in writing and may be included in the portfolio at the discretion of the professor who is the candidate for promotion.

Standards for evaluation

As a minimum, quality teaching requires (1) keeping current with artistic and scholarly work in the subjects taught; (2) comprehensive coverage of material according to the course description;

(3) effective course design to ensure that the pacing and level of difficulty are appropriate for the students; (4) consistent and punctual attendance at classes, lessons, and rehearsals; and (5) accessibility to students. The teaching activity must be appropriate to the workload percentage assigned to it.

In addition to meeting basic standards, Assistant Professors seeking promotion to Associate Professor and tenure must demonstrate the measurable positive outcome of teaching using the evidence outlined above as appropriate to the teaching assignment. If areas for improvement are identified through student or peer evaluation, evidence of action taken to improve and the effectiveness of the action must be provided.

In addition to meeting basic standards, Associate Professors seeking promotion to Professor must demonstrate quality teaching as outlined for Assistant Professors. In addition, they must demonstrate efforts to improve instruction at a level above that of the individual class, lesson, or ensemble in the form of curricular revision or other activity that demonstrates leadership in the improvement of teaching.

RESEARCH

Types of work to be evaluated

1. Performances (concerts in professional and educational venues)
2. Published recordings (as a performer, composer, arranger, or producer)
3. Publications (articles, books, compositions, and arrangements)
4. Unpublished compositions and recordings (provided that they are made available to a community of peers)
5. Research accomplishments (including research in jazz studies, pedagogy, musicology (broadly defined), and related disciplines), including conference presentations
6. Serving as an editor or peer reviewer of journals, articles or books
7. Work in a professional organization that draws on artistic or scholarly ability
8. Other forms of research that involve a community of professional peers, including collaborating with colleagues on research projects

Evidence of achievement

1. Documentation of types of activity outlined above
2. Awards and honors such as prizes or grants for composition, performance, or research
3. Professional notices (brief communications from peers about professional activity, equivalent to citations)
4. Professional critiques (longer communications than a notice from peers about professional activity, equivalent to pre- or post-publication peer reviews)
5. For performance or composition: information about how the performance or composition originated (competition, invitation and source, commission, etc.) and the scope of its

geographical impact (local, regional, national, international, etc.). It should be noted that scope of geographical impact is not the same as location. A nearby performance can be of national impact, and a distant performance can be of only local impact in that location.

6. For scholarship: the stature of the press, distributor, or journal and the importance of the research. This may include documentation of significant citations by other scholars.

7. Participation in professional organizations (offices held or contributions made to) shall be considered as evidence of a positive professional reputation.

Standards for evaluation

As a basic standard, the faculty member must present evidence of research or creative activity that has made the faculty member's work available to a community of peers. This must be done in both forms of work described in the preamble: the practice of jazz in a community of peers and the embodiment of professional activity in works that are available for evaluation by peers. Significance will be given to activities, both on and off campus, that increase the professional reputation of the faculty member and reflect positively on the division. The research activity must be appropriate to the workload percentage assigned to it.

In addition to meeting the basic standard, Assistant Professors seeking promotion to Associate Professor and tenure must present evidence of an emerging national reputation.

In addition to meeting the basic standard, Associate Professors seeking promotion to Professor must present evidence of the realization of a national reputation.

SERVICE

Types of work to be evaluated

1. Service to the division, college, and university (committees, faculty governance, or other working groups)
2. Coordination (administrative work done as coordinator of Lab Bands, of Small Groups, of Vocal Jazz, of Improvisation)
3. Service to the profession (work in or on behalf of professional organizations)
4. Service to the community that involves the professional area of expertise
5. Performance and teaching activities may be listed in this category if they are more service than research.

Evidence of achievement

1. Evidence of the effectiveness of participation on committees or other working groups in terms of attendance, contributions to decision-making during meetings, and work done outside of meetings.
2. Evidence of the effectiveness of participation in national organizations.
3. Recognition received for service activities.
4. Documentation of service activities received from peers.

Standards for evaluation

In this catch-all category that we've agreed to call service, faculty members must effectively do the service work expected of them as colleagues that is not otherwise identified as teaching or research. This work enables the division, college and university to fulfill their mission. As a basic standard, faculty members must (1) attend division meetings; (2) communicate in a professional and timely manner; (3) be present on campus to a degree that is appropriate to the teaching assignment, including attendance at student performances; (4) collaborate with colleagues on productive uses of the division's facilities and equipment; (5) follow policies that the division has collectively agreed upon as important to accomplishing its mission (example: work effectively with our administrative assistant on matters involving university funds).

In addition to meeting the basic standard, Assistant Professors seeking promotion to Associate Professor and tenure must demonstrate a commitment to service that is commensurate with their teaching assignment, level of research activity, and the workload percentage assigned to service.

In addition to meeting the basic standard, Associate Professors seeking promotion to Professor must demonstrate a commitment to service that is commensurate with their teaching assignment, level of research activity, and the workload percentage assigned to service, and they must show evidence of leadership in service activities.

DIVISION OF JAZZ STUDIES GUIDELINES FOR PROMOTION OF LECTURERS

These guidelines are intended to supplement the policies on appointment and promotion of lecturers in the College of Music faculty handbook, section 4.8. That policy includes the statement, "Lecturers are faculty members whose primary responsibilities are related to teaching and student development."

The workload percentages for appointments at the lecturer ranks do not include a percentage for research. Workloads for lecturers are typically 80-90% teaching, 10-20% service, with 80%/20% being the norm.

The Division of Jazz Studies affirms that the standards for effective teaching and service by Lecturers, Senior Lecturers, and Principal Lecturers are the same as those stated in the guidelines for tenure and promotion of tenure-track faculty.

Professional activities by faculty in lecturer ranks may be listed under the teaching category provided that the activities support and strengthen their work as teachers by maintaining their professional currency. Such activities must be documented using the types of evidence stated in the guidelines for tenure and promotion of tenure-track faculty. Professional activities by faculty in lecturer appointments may also be documented and discussed under the service category if the activities are more properly understood as service.

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The division endorses the guidelines for promotion to Senior Lecturer and Principal Lecturer stated in section 4.8.2 of the College of Music faculty handbook, including the following requirement for promotion to Principal Lecturer: “a candidate for Principal Lecturer must demonstrate that (s)he has earned recognition in the profession as appropriate to his/her specialization well beyond the University or North Texas area.”

The division endorses the following statement in section 4.8.1 on the participation of faculty in lecturer ranks in one specific aspect of faculty governance at the division level: “Lecturers shall not be eligible to vote in decisions relating to the hiring or the review process of tenured and tenure-track faculty.” The division affirms that in all other areas of faculty governance at the division level, faculty in lecturer ranks are eligible for full participation.

Approved: Jazz Division Faculty, revised November 17, 2015

(4.4.5) DIVISION OF KEYBOARD STUDIES DIVISIONAL GUIDELINES
FOR PROMOTION AND TENURE

It is assumed as fact that every member of the Keyboard Division is by evidence of his appointment outstanding in his field by virtue of his training, experience and professional commitment. We strive for a collegiality that is mutually stimulating rather than competitive. While combining a diversity of taste, method and procedures, all faculty members within this Division are expected to support the very highest standards in teaching, research and/or performance, and to be dedicated to serving the entire academic community in the ways that best suit his or her individual resources and inclinations.

In past documents we have stated our aversion to numerical competitive ratings, as it is felt that this only promotes poor morale and a disintegration of collegiality. We feel just evaluations are best obtained from within our own division, subject to review and further evaluation by the Dean.

The following criteria and procedures are supplemental to all policies and procedures outlined in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

Recommendations for promotion and tenure are based on a critical peer evaluation of the candidate's performance in these areas: teaching; scholarly, creative and professional activities; and service.

For promotion and tenure, there must be clear evidence of strength in these areas over the entire length of the appointment, as well as an evidence of national reputation in the discipline.

- I. National and international reputations, emerging in the case of assistant professors or established (associate and full professors), are expected to be maintained at all ranks both in quality of teaching and professional activity.
- II. Instructional Activities
 - A. Assessment of student performances in juries, audition, recitals and competitions.
 - B. Documentation of student achievement participation in competitions and off-campus performances; progress in degree.
 - C. Honors and awards for teaching.
 - D. Evidence of ongoing growth in teaching.
 - E. Evaluation of course syllabi and other teaching materials.
 - F. Student evaluations are a part of divisional criteria in Promotion and Tenure decisions.

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- G. Direction of theses and dissertations.
 - H. Any other activities related to achievement of excellence in teaching.
 - I. Ability to recruit and maintain a strong class – both in quantity and quality – of performance majors. Approximately $\frac{3}{4}$ of the applied load should be comprised of performance majors.
- III. Scholarly, Creative and Professional Activities
- A. Record of musical performances: Documentation should include programs, reviews or recordings of performances when available.
 - B. Scholarly publications with copies of items reported.
 - C. An account of master classes either taught or attended, guest lectures, papers presented, panel participation and adjudications.
 - D. Membership in professional organizations and all professional activity related to the keyboard discipline.
 - E. Scholarly and creative activity not resulting in publication or performance.
 - F. Honors, awards, grants or contracts relating to the profession.
- IV. Service--Each member of the Keyboard Division has different areas of activity and expertise which lend service to the Division, College and University. It should be clear that committee work is only one of many activities under the service heading. Keyboard Division members are encouraged to be of service within those areas that best suit his or her inclinations and talents. This may include committee service to the University, College or Division; faculty senate work; special assignments and administrative duties; advising of student organizations; unusual visibility at the national or international level; fund-raising, recruiting or liaison work with the community. Certain kinds of adjudication, recruiting or performances may be construed as service instead of professional activities.

Approved: Keyboard Studies, revised 2007

(4.4.6) DIVISION OF MUSIC EDUCATION GUIDELINES FOR PROMOTION AND TENURE

FUNDAMENTAL PRINCIPLES--Music Education Division Promotion and Tenure Policies and Procedures shall be consistent with University policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

The Division recognizes that *promotion* serves as a vital motivational force toward professional development, professional recognition, and the achievement of distinction and acclaim for the individual, the Division, the College, and the University. The Division further recognizes that *tenure* is essential to the protection of academic freedom, the retention of high quality faculty, and to the establishment of a stable environment in which attention can be given to teaching, scholarship, and service. To these ends, general guidelines for all faculty members are established in this document.

The Division of Music Education acknowledges the educational and professional integrity of a program that features a diversity of goals and strengths. Such a program requires (1) a faculty with varied abilities, interests, and areas of expertise, and (2) a faculty evaluation/reward system that recognizes high productivity and individual achievement within such diversity. It is, therefore, the intention of these guidelines to encourage all members of the Division of Music Education to develop unique contributions to our school and profession and to achieve their maximum potential as music educators.

The flexible working environment and the associated evaluation system are not without certain restraints in the context of promotion and tenure. The Division recognizes the importance of maintaining a balance among the three areas; teaching, professional activities/research, and service; therefore, for promotion and tenure, exceptional quality in one area cannot compensate for indifference in the other areas. However, the area of professional activities/research will be of greatest importance in evaluating Division faculty for promotion and tenure, followed, in order, by teaching and service.

Appointment to the faculty at the rank of assistant professor is made principally on the basis of anticipated potential for professional success. Promotion to higher ranks in the Division is dependent on demonstrated fulfillment of that initial potential. Specifically, promotion to Associate Professor depends upon demonstrated continuing achievement as outlined in the evaluation criteria and the achievement of professional recognition on at least the emerging national level. Promotion to Professor requires exemplary achievement as outlined in the evaluation criteria and is demonstrated through achievement of national recognition among professional peers. Faculty on the lecturer track should see section 4.8.2 for criteria for promotion of lecturers.

Tenure, by policy, is an issue separate from promotion and rank, yet the criteria for achievement of tenure in the Division are essentially the same as those for promotion with the exception that

anticipated potential for continuing growth as a faculty member is an important issue in the promotion to associate professor.

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 large variety of means. Though means may vary, each 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.

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 and to Full Professor. Publication is broadly defined to include books, book chapters, articles, reviews, recordings, translations, software, and other endeavors that might fit in such a category. Additionally, editorships and editorial board memberships, especially those of nationally circulated journals, provide supporting evidence of an

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individual's achievement in the general area of publication.

For tenure and promotion to Associate Professor, individuals must provide evidence of an emerging national reputation through published research and non-research articles that support a clear line of inquiry and through national presentations. While practitioner articles contribute to the body of literature, greater importance will be placed on published scholarly research; a high number of non-research articles cannot compensate for indifference to published scholarly research. For promotion to Full Professor, national status research presentations and publications need to be extensive to document sufficient quantity.

For promotion to Associate Professor and to Full Professor, participation in the activities of professional organizations provides supporting evidence of growth and/or prominence. Presentation of scholarly papers, conducting clinics or workshops, serving in positions of international, national, and regional leadership, and other activities of equal significance are the most valued forms of participation. Of lesser importance, but still a mark of recognition by one's peers, are appearances as panel moderator, participant, discussant, 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. Other important indicators of achievement include the receipt of fellowships and grants; musical performance; adjudicating; professional consulting; organizing conferences; 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 tenure and promotion to Associate Professor and promotion to Full 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.

- III. SERVICE--Service to the Division, College, University, Community, State, and/or Nation is expected of all faculty members and shall be evaluated on the basis of the extent and significance of the contribution. Positions of leadership shall be particularly commendable. Other indicators of achievement in this area include awards for service, certificates of appreciation, and similar honors. Music education community engagement experiences are highly valued in the Division of Music Education; experiences that specifically involve UNT students are also highly valued by the Division and provide evidence of stewardship to the university and college.

Approved, Music Education Division (December, 2017)

(4.4.7) DIVISION OF MUSIC HISTORY, THEORY AND
ETHNOMUSICOLOGY GUIDELINES FOR PROMOTION & TENURE

Section 1.1 Promotion to Associate Professor and/or Tenure at that Rank--In general, a faculty member should be considered eligible for tenure and promotion to the rank of Associate Professor when he or she has:

1. Engaged in professional activity (see Section 2; Statement of Criteria for the Evaluation of Division Personnel) that is clearly recognized at the regional level to be a significant contribution to the discipline, with beginnings of recognition at the national level; this professional activity must include publications in media appropriate to the faculty member's mission. Because professional activity will be reviewed by external evaluators, the level of achievement must be consistent in quantity and quality with that expected of faculty in similar positions at other major universities.
2. Demonstrated excellence in teaching and commitment to service; and
3. Indicated a willingness to make a continuing contribution as a member of the faculty.

Section 1.2 Promotion to Professor and/or Tenure at that Rank--In general, a faculty member should be considered eligible for promotion to the rank of Professor when he or she has:

1. Engaged in professional activity (see Section 2; Statement of Criteria for the Evaluation of Division Personnel) that is clearly recognized at the national level to be a significant contribution to the discipline, with beginnings of recognition at the international level; this professional activity must demonstrate a continuing record of publication in media appropriate to the faculty member's mission and should include at least one scholarly treatise. Because professional activity will be reviewed by external evaluators, the level of achievement must be consistent in quantity and quality with that expected of faculty in similar positions at other major universities.
2. Demonstrated continuing excellence in teaching and commitment to service; and
3. Showed clearly the desire and potential to maintain a position of continuing leadership in the discipline.

STATEMENT OF CRITERIA FOR THE EVALUATION OF DIVISION PERSONNEL

Section 2.1 Preamble--A well-conceived educational program will have a diversity of goals and objectives; such a program requires a faculty with varied abilities and interests. Each individual should be motivated to contribute to the program in a unique way and must have assurance that a variety of routes to advancement will be acknowledged.

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The Divisional Promotion and Tenure Policies and Procedures shall be consistent with University policies as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure.

Section 2.2 Significance of Activities--It is the policy of the Division to encourage its members to develop talents to the fullest potential, permitting each member to make a unique contribution. Balance is expected among the categories of evaluation and must be considered in the evaluation for promotion and tenure.

The two categories that most clearly embody the mission of the Division are, in order of priority, (1) Professional Growth and Development and (2) Teaching. In compliance with the University Workload Policy, the percentage of workload assigned to these categories for each faculty member will be negotiated by the faculty member with the Division Chair to fulfill adequately the needs of the Division. These two categories, "Professional Growth & Development" and "Teaching," will weigh more heavily than the "Service" category in the peer evaluation process.

Because individual faculty members will make different contributions to the mission of the Division, the job descriptions and negotiated workloads of individual faculty will serve as the basis for evaluation.

Section 2.3 Professional Growth and Development--A healthy Division must be comprised of individuals who are continually growing and developing their individual scholarship. Evidence of continued professional growth must be considered a basis for reward while lack of achievement must be considered a negative factor.

The professional activity of a faculty member must be evaluated in terms of scope, depth, and breadth of influence; as such, it is incumbent upon the faculty member to provide evidence that will enable the Advisory Committee to evaluate that professional activity. Activity at the international level is to be considered most significant, followed by activity at the national, regional, and local levels.

Research leading to publication is essential to any Division aspiring to a position of excellence, and such activity must receive high priority. While faculty are encouraged to reach and maintain high standards in both quantity and quality, any evaluation of the publication record of an individual must consider the quality as well as the quantity of such publications. Quality should be evaluated by objective means whenever possible, and may include consideration of such measures as reviews in professional journals, citations in works by other scholars, and invitations to participate in professional activities, for instance, by giving a talk at a conference or contributing a chapter to an edited volume.

Books, translations, articles, films, software, and other non-print media of publication that contribute to the advancement of knowledge in the discipline must be given the highest priority in the evaluation process.

Participation in the activities of scholarly professional organizations is another indicator of professional growth and development. Presentation of scholarly papers to such organizations is the most valued form of participation; of lesser importance, yet still a mark of recognition by one's peers, is the appearance on panels as moderator, chairperson, or discussant. Presentations made on campus, such as speaking on the Division Lecture Series, may also be considered in assessing professional growth. Again, the quality and significance of the particular presentation must be considered.

Other indicators of recognized scholarship include such activities as service as editor of a journal, service as an officer of an international, national, or regional scholarly association, and the receipt of fellowships and grants.

In general, any evidence of continued study and growth may be included in an evaluation of the professional development of a faculty member. However, all activities must be evaluated in terms of their tendency to advance the scholarly reputation of the individual faculty member and of the Division.

Section 2.4 Teaching--Quality teaching is expected. As a minimum, good teaching requires (1) keeping abreast of current scholarly work in the subjects taught, (2) faithful meeting of classes, (3) comprehensive coverage of material according to the course description, and (4) accessibility to students. Failure to meet these basic standards must be a negative factor.

Assessment of the quality of teaching must take into account (1) course materials submitted for consideration, (2) new preparations, (3) teaching innovations, (4) student appraisals of teaching, (5) teaching awards, and (6) effective advising of dissertations and theses, if applicable. The area coordinators observe the classroom teaching of untenured faculty members, once per year, for at least their first three years. A tenured instructor may also request the observation of his/her teaching and/or the interview of his/her students by any member of the Division faculty, who may then write in support of the faculty member.

Section 2.5 Service--Service to the Division, College of Music, University, and/or Community is expected of all faculty members and must be evaluated on the basis of the extent and significance of the contribution to the discipline and/or to the professional reputation of the faculty member.

PROCEDURE FOR AMENDMENT

Section 3.1 Initiation of Amendments--An amendment will be initiated in one of two ways: (1) by petition containing the signatures of at least twenty-five percent (25%) of the Division faculty, or (2) by the Division Chair.

Section 3.2 Procedure for Ratification--An amendment to Section 1; Divisional Guidelines for Promotion & Tenure, to Section 2; Statement of Criteria for the Evaluation of Division Personnel, or to Section 3; Procedure for Amendment submitted by petition, will be received and reviewed by the Division Chair who, within thirty (30) academic calendar days, will present the proposed amendment to the Division faculty with recommendations from the Chair of the Division and from the Chair of the College of Music Personnel Affairs Committee. The proposed

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amendment and accompanying recommendations will be presented to the Division faculty at least fourteen (14) academic calendar days prior to faculty discussion and subsequent balloting. The amendment will be ratified upon a two-thirds vote in favor by the Division faculty.

Section 3.3 Forwarding of Amendments--Following ratification, the Chair will forward the amendment to the Chair of the College of Music Personnel Affairs Committee.

Approved: Division of Music History, Theory and Ethnomusicology

Amended: October 21, 2010

(4.4.8) DIVISION OF VOCAL STUDIES GUIDELINES FOR PROMOTION AND TENURE

1. General Statement--While faculty responsibility in the Vocal Studies Division is individually varied, certain commonalities apply. Voice faculty members are expected to be effective teachers. There must be evidence of scholarly, creative, and professional growth. All faculty members are obliged to engage in service to the Division, the College, the University, and/or professionally related public service. The Vocal Studies Division further emphasizes the importance of a spirit of academic community. There must be a collaborative recognition of mutually agreed upon goals, policies, and procedures. Correspondingly, individual initiative is an essential component of the charge to each voice faculty member. Because of the varied nature of faculty mission in the Vocal Studies Division, criteria for evaluation are flexible in content and application.

For promotion to the upper ranks of associate and professor, the standards for faculty performance in the areas of teaching; research, creative activity, and/or professional activity; and service are progressively rigorous. This performance must transcend the local campus and community. Furthermore, at the rank of professor, there must be clear evidence of leadership in the discipline.

The following criteria and procedures are supplemental to all policies and procedures as described in the University Policy Manual, section 06.007 et seq. and all other University and College policies relating to faculty promotion and tenure. College and University policies are a priori and take precedence over divisional guidelines.

2. Instructional Activities

- a) *Criteria:*

- (1) Assessment by colleagues of the faculty member's student performances in juries, auditions, hearings, recitals, concerts, and competitions. [NOTE: This evaluation must be deferred at least until after the faculty member's first jury period.]
 - (2) Documentary evidence of student achievement.
 1. Faculty honors and awards for teaching.
 - (3) Evidence of ongoing faculty growth related to teaching.
 - (4) Evaluation of course syllabi and related documentation.
 - (5) Systematic assessment of student opinion regarding teaching effectiveness.

- b) *The Faculty Update documentation should include:*

- (1) A list of courses taught and other instructional assignments during evaluation period.

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- (2) Syllabi for courses taught.
 - (3) A statement of teaching philosophy and goals.
 - (4) Student evaluations of courses taught, submitted as prescribed by College of Music policy.
 - (5) Additional documentation, where applicable, of:
 - (a) New preparations and/or revisions.
 - (b) Student advising.
 - (c) Direction of dissertations and/or theses.
 - (d) Honors, awards, and grants for teaching.
 - (e) Evidence of continuing education.
 - (f) Other activities related to teaching.
3. Scholarly, Creative, and Professional Activities
- a) *Criteria:*
- (1) The record of musical performance.
 - (2) Scholarly publications.
 - (3) Master classes taught, guest lectures, papers read or presented, panel memberships, and/or contest adjudications.
 - (4) Professional activity related to the vocal discipline, including committee positions and/or offices in professional organizations, chairing sessions at professional conferences and meetings, editorial responsibilities, reviews and/or publications on professional organizational activity.
 - (5) Scholarly and creative activity not resulting in publication or performance.
 - (6) Honors, awards, and grants (or contracts, etc.) for scholarly, creative, or professional activity.
 - (7) Other evidence of continuing scholarly, creative, and professional growth.
- b) *The Faculty Update documentation should include, where applicable:*
- (1) A list of musical performances during the evaluation period giving dates, type of performance or work presented, and location. Include printed programs, reviews, and/or documentation of performance. [NOTE: New faculty members should perform a recital or other major performance on campus within the first semester of appointment.]

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- (2) A list of scholarly publications during the evaluation period, including full bibliographic citations and a copy of items reported.
 - (3) Citation of master classes taught, guest lectures, papers read or presented, panel memberships, and/or contest adjudications. Give details concerning topics, sponsorship, location, etc., as appropriate.
 - (4) The record of participation in professional organizations, listing memberships, committee positions and/or offices held, sessions chaired, editorial responsibilities, reviews, and/or publications on professional organizational activity.
 - (5) List honors, awards, and grants (or contracts, etc.) for scholarly, creative, or professional activity.
 - (6) Indicate other evidences of continuing scholarly, creative, and professional growth, including continuing education, and scholarly or creative activity not resulting in publication or performance.
4. Administration and Service
- a) *Criteria:*
- (1) University-wide committees, faculty senate, special assignments, student advising not related to teaching, and/or other ad hoc service activities.
 - (2) College-wide committees, special assignments, student recruitment, student advising not related to teaching, and/or other ad hoc service activities.
 - (3) Division committees, special assignments, student recruitment, student advising not related to teaching, and/or other ad hoc service activities.
 - (4) Professionally related public service activities: volunteer participation as a consultant, board member, non-university committees, etc.
 - (5) Honors and awards for service.
- b) *The Faculty Update documentation should include documentation of the activities outlined in the above criteria, where applicable.*

Approved: Vocal Studies