The Department of Music provides specialized training in music to prepare students for professional work, advanced study, and teaching. The varied functions of music in today's world present many opportunities, such as teaching, performance, conducting, and composing. The Department of Music seeks to provide the best possible environment for music training, one that fosters an understanding of the arts and an attitude of respect for their potential contribution to society. The curriculum of the Department is designed to present the learning of music as an integrated whole. Solo and ensemble performance, theoretical and historical studies, concert attendance, and electives are intended to provide a balanced education.

In addition to preparation for the various professions of music, the department provides general music studies and performing opportunities for the non-music major, for the University, and for the community.

The faculty and students of the Department of Music are active in the musical affairs of the region, state and nation. The faculty share their expertise with local, regional, and state constituencies, as well as contributing to workshops, performances, publications, adjudication, and leadership in professional organizations.

The Department of Music adheres to all university policies for tenure and promotion. The information presented herein represents only those policies for which the Department has specific guidelines. University policy numbers are cited for reference purposes.

**Basic Expectations for Rank of Assistant Professor**

2.4.7 Those faculty members promoted to or hired at the rank of Assistant Professor should meet the following criteria:

2.4.7.1 Ph.D; D.M.A.; D.M.; D.M.Ed. are considered terminal degrees in music; M.M. or M.A. may be considered terminal in a performance area.

Each faculty member needs to be evaluated as an individual without regard to degree attainment; however, in place of the doctorate the faculty member must be judged by his/her peers to have achieved Doctoral Equivalency in the profession and/or educational world. Equivalency is considered to be extensive successful performance and teaching experience judged by the faculty to be equal in experience to doctoral study.
Basic Expectations for Rank of Associate Professor

2.4.8 Those faculty members promoted to or hired at the rank of Associate Professor should meet the following criteria:

2.4.8.1 Ph.D; D.M.A.; D.M.; D.M.Ed. are considered terminal degrees in music; M.M. or M.A. may be considered terminal in a performance area.

Each faculty member needs to be evaluated as an individual without regard to degree attainment; however, in place of the doctorate the faculty member must be judged by his/her peers to have achieved Doctoral Equivalency in the profession and/or educational world. Equivalency is considered to be extensive successful performance and teaching experience judged by the faculty to be equal in experience to doctoral study.

Basic Expectations for Rank of Professor

2.4.9 Those faculty members promoted to or hired at the rank of Professor should meet the following criteria:

2.4.9.1 Ph.D; D.M.A.; D.M.; D.M.Ed. are considered terminal degrees in music; M.M. or M.A. may be considered terminal in a performance area.

Each faculty member needs to be evaluated as an individual without regard to degree attainment; however, in place of the doctorate the faculty member must be judged by his/her peers to have achieved Doctoral Equivalency in the profession and/or educational world. Equivalency is considered to be extensive successful performance and teaching experience judged by the faculty to be equal in experience to doctoral study.

Clarification of Criteria pertaining to Teaching as they relate to Consideration for Promotion in Rank

2.4.4.1 This will be evaluated by peer review.

2.4.4.2 This will be evaluated by peer review.

2.4.4.3 This will be evaluated by peer review.

2.4.4.4 Evaluated by departmental document review committee (this may be the peer review committee). This section should include use of new technology in teaching.

2.4.4.5 Includes successful direction of student recital, membership on student recital committees, observations of student teachers, and the supervision of graduate assistants.

2.4.4.6 See 2.4.5.1 for hierarchy of importance.

2.4.4.7 This will be evaluated by peer review and student evaluation.

2.4.4.10 Includes consideration of teaching classes with “intensive” designations (technology, oral communication, writing), development of new courses, substantial revision of existing courses, development of new repertoire (for use with students), participating in proficiency and jury examinations.

Clarification of Criteria pertaining to Research, Scholarly, and Creative Activities
as they relate to Consideration for Promotion in Rank

2.4.5.1 Publications: Text (ranked from highest to lowest)
- Book
- Textbooks
- Chapters in books
- Articles in refereed journals
- Articles in non-refereed journals
- Monographs
- Refereed conference proceedings
- Non-refereed conference proceedings
- Book reviews; Performance reviews; Recording reviews; Score reviews - all for refereed journals

2.4.5.1.2 Publications: Compositions (ranked from highest to lowest)
- Authenticated publication of a composition
- Authenticated publication of an arrangement

2.4.5.1.3 Publications: Recordings (ranked from highest to lowest)
- Authenticated recording of a performance by the candidate;
- Authenticated recording of a group conducted by the candidate;
- Authenticated recording of a group coached by the candidate

2.4.5.1.4 Publications: others (ranked from highest to lowest)
- Invited pre-publication reviewer for a textbook or other published document
- Authenticated on-line publications (the scope of this may merit it being placed higher in the ranking)

2.4.5.2 Papers presented. The significance of the content and selection process should be considered in the process of reviewing such presentations (ranked in order, highest to lowest)
- Papers presented at an international professional meeting
- Paper presented at a national professional meeting
- Papers presented at a regional professional meeting
- Papers presented at a state professional meeting
- Papers presented at a local professional meeting
- Research presented at a conference poster session
- Serving as a panelist or moderator for a conference

2.4.5.3 Performances: (Ranked in order, highest first) Performances may be given by the candidate, conducted by the candidate, or given by a group coached by the candidate.
- Invited by internationally recognized members or groups within the discipline
- Invited by nationally recognized members or groups within the discipline
- Invited by regionally recognized members or groups within the discipline
- Local performances. These must be reviewed by an outside expert selected by the department chair.
- Long-term conductorship of a professional ensemble (the scope of the assignment may warrant this category receiving a higher ranking)

2.4.5.5 Published program notes fall within this category.

Clarification of Criteria pertaining to Professional Service
as they relate to Consideration for Promotion in Rank

2.4.6.1 This category is split into two groups: group one has a higher weighting than group two.

Group One:
- Participation in University governance
- University committee leadership role
- University committee participation
- College committee leadership role
- College committee participation
- Departmental committee leadership role
- Departmental committee participation
- Recruitment activities
- Advisement of students

Group Two:
- Administrative service
- Service to student organizations

2.4.6.2 Service to one’s discipline or to the teaching profession.
- Leadership in professional organizations at
  - International
  - National
  - Regional
  - State level
- Chairing a session at a conference
- Adjudication
- Conducting master classes and workshops
- Membership in professional organization at
  - International
  - National
  - Regional
  - State level

2.4.6.3 Outreach or public service.
- Making presentations related to one's discipline
- Providing service performances (e.g. playing for the Rotary Club)
- Providing professional advice and counsel to groups or individuals
- Providing other types of service, particularly in the University's service area