

FACULTY WORKLOAD AND TENURE AND PROMOTION POLICIES
DEPARTMENT OF MUSIC
EAST TENNESSEE STATE UNIVERSITY

Ratified on September 6, 2017

The following Department of Music document on Faculty Tenure and Promotion is provided in addition to the guidelines expressed in the East Tennessee State University Faculty Handbook at <http://www.etsu.edu/senate/facultyhandbook/>. The following statements elaborate on and clarify the university guidelines in order to emphasize the academic characteristics that are unique to the Department of Music. This document is meant to serve as a guide for assessing a candidate's qualifications for tenure and promotion. Due to the varying nature and roles of faculty within the field of music, the department recognizes that standardized criteria cannot exist that will apply to all faculty members equally. Because a given tenure or promotion case may have unique characteristics, it is recognized that interpretive adjustments of the guidelines may be appropriate in assessing that case.

The Department of Music includes persons of diverse backgrounds who serve the mission of the University 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. The Department of Music embraces the unique contributions of each faculty member as vital components of the department. The Chair completes annual evaluations of teaching effectiveness, scholarly and creative activity, and service activity for all faculty members, which is then reviewed by the Dean. The Tenured Departmental Faculty completes a third-year review of tenure-track faculty. Faculty under consideration for re-appointment, in probationary tracks, or applying for tenure or promotion must demonstrate and document continued growth or sustained excellence, with an ongoing commitment to the well-being of the University, College, Department, Profession, Discipline, and Community. Full-time music faculty will be assigned a departmental mentor upon their initial appointment for ongoing guidance. It is the responsibility of the mentee to seek advice and guidance as needed.

This remainder of this document is divided into three sections.

Section I. Guidelines for Faculty Activities

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SECTION I GUIDELINES FOR FACULTY ACTIVITY

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

A. Teaching Effectiveness

The Department 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, or thesis supervision. Multiple sources of information will provide foundation for assessment.

Teaching effectiveness will be evaluated on the faculty member's record based on the following:

1. The faculty member must submit the following:
 - a. Official numeric records from the Student Assessments of Instruction, as prescribed by ETSU's tenure and promotion policies. (See <https://www.etsu.edu/policies/>)
 - b. Representative current course syllabi that exhibit careful preparation and thoughtful organization.
 - c. Results of all peer reviews.
 - d. Results of the 3rd year review if completed.
2. The faculty member is encouraged to submit evidence of the following, if applicable:
 - 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 East Tennessee State University).
 - c. Performances and productions conducted/coached.

- d. Awards or honors received for teaching excellence.
 - e. Supervision of independent studies, honors theses, and internships/student teaching.
 - f. Summary of instructional grants and contracts funded, unfunded, or pending.
3. The faculty member may submit the following:
- a. Evaluation of teaching effectiveness based on an independent evaluator's observation of student or alumni competence in such situations 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. Other indicators or descriptors that support teaching effectiveness.

B. Research, Scholarly, and Creative Activity

The Department of Music is comprised of composers and arrangers, performers, conductors, music theorists, music historians, music educators, and music industry professionals. Therefore, the nature of scholarly and creative activity carried out by the faculty is diverse. For most music faculty, their position can include significant overlap between Teaching, Research, Service, and Creative Activity, and Service. Further, some faculty members teach in both academic and performance areas and, thus, may have a combination of research/scholarly and creative activities. It is recognized that scholarly performance is equivalent to publication, and that rehearsal and preparation of new/unfamiliar music to the conductor's repertoire for peer-reviewed or invited public performance may constitute research, scholarly, and creative activity for conductors.ⁱ

The Department of Music recognizes that research/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 Department of Music, and (c) this activity supports the university's mission of honoring "distinctive education, research, and service programs" and offering students "a total university experience that includes cultural and artistic programs." See <http://www.etsu.edu/president/mission.aspx>

Research, Scholarly, and Creative Activity in the Department of Music includes:

1. Publication of books, articles, chapters in edited volumes, monographs, scholarly editions, computer software, periodic columns, program notes, or reviews. Most desirable are those that represent a juried selection for inclusion in a national or international venue, a 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 Department 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. Arts grants and contracts funded, unfunded, or pending.
4. Awards and honors (e.g., competition prizes, invited appearances) that recognize particular aspects of scholarship.
5. Unpublished materials that have received favorable and documented peer review.
6. 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. 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. For conductors, such performances occur in settings other than regular semester concerts including professional ensembles, invited guest conducting, clinics, workshops, and master classes.
7. Compositions and arrangements published by recognized publishers.
8. Commissions and performances of compositions or arrangements at international, national, state, or university events.
9. Professional recordings of compositions or arrangements. Most desirable are recordings released by respected labels in the appropriate discipline.
10. Professional recordings of solo, chamber, or large ensemble performances. Most desirable are recordings released by respected labels in the appropriate discipline.
11. Conductors and performers engage in scholarly activity when preparing for a peer-reviewed or invited public performance. Therefore, scholarly performance is similar to publication: it is peer-reviewed through the medium of the audience, which may contain other music professionals. The conductor and performer is, through his/her preparation and rehearsals of new/unfamiliar music to their repertoire, actively engaged in scholarship, and may, through peer-reviewed or invited public performance, add to the body of musical knowledge.
12. Other accomplishments, indicators, or descriptors that support performance or creative achievement.

C. Service Activity

Shared governance is valued. Faculty members are expected to participate on University, College, and Department of Music committees; and in activities that advance the goals of the Department of Music. Faculty members also should be involved in the profession and/or the community.

Music faculty members are encouraged to participate in 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, private consultancies/lessons, 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.

Active recruitment efforts 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 efforts than others, the overall welfare of the Department of Music 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 Activity includes:

1. Committee service at the University, College and Departmental level including leadership roles.
2. Administrative duties within the department (e.g., coordinator, program director).
3. Participation in auditions and/or recruiting days.
4. Active recruiting efforts (identification of and communication with prospective students); for performance faculty, this will be demonstrated in the quantity and quality of the individual studio.
5. Evidence of active recruiting efforts and advising of students. Documentation can include, but is not limited to: participation in departmental, area, or studio recruiting events, records of communication with music educators or potential students, school visits, outreach activities, participation in festivals and events hosted by the department, or the creation and distribution of promotional material.
6. Adjudications, clinics, or consultancies.
7. Service to professional organizations including committee appointments and elected office.
8. Editorships and membership on editorial boards; or peer reviewing for scholarly journals, publishers, and granting agencies.
9. Arts-related community activity including service to public school programs.
10. Developing and leading special programs (e.g., hosting conferences, leading study abroad programs).
11. Service grants funded, unfunded, or pending.
12. Other service to the college, the university, the profession, or the community.

SECTION II
**FACULTY WORKLOAD RELATED TO TEACHING EFFECTIVENESS,
SCHOLARLY AND CREATIVE ACTIVITY, AND SERVICE ACTIVITY**

Determining the workload for a specific faculty member requires consideration of many variables related to the Department of Music 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 Department of Music's commitment to quality instruction and academic excellence.

A. Guidelines for Faculty Workloads and Teaching

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

1. The Chair makes assignments and adjustments to assignments based upon (a) an overall expectation of the Department of Music's instructional productivity, (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 15 full-time equivalent hours (FTEs) per academic semester. The teaching assignment for tenure-track and tenured faculty is 9-FTEs per semester with a flexible distribution of the remaining 6-FTE. Guidelines for the FTEs allocation for research/scholarly/creative and service activity are provided below. Under special circumstances, faculty may request or be asked to teach up to 12-FTEs per academic semester in lieu of the research/scholarly/creative activity or service activity.
3. Modifications to a faculty member's assigned hours for research/creative and service 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 Department of Music. Alternative assignments may include academic administration, unique service commitments, substantial curriculum and/or course development, or other special assignments. Service on university, college, and departmental committees is not an alternative assignment but is expected as part of the normal responsibilities of a faculty member.
4. Assignments other than teaching will be reviewed and approved by the Chair.
5. The Chair 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.
6. In case of appeal, an ad hoc Department of Music Workload Committee will review the workload assignment and issue a recommendation. The Dean of the College of Arts & Sciences is the final arbiter.

B. Teaching Equivalencies

1. Applied Lessons. Per NASM recommendations, applied instruction teaching load follows the formula of course credit hours multiplied by number of students enrolled multiplied by 1/3.
2. Studio Class. Applied instructors receive one credit teaching load for the weekly class studio class meeting time.
3. Ensembles. Ensemble directors receive one credit for each 55 minutes/one hour of contact time per ensemble.
4. Load credit for supervision of pre-service teachers in Residency I and/or II is determined by College of Education policy.

C. Research, Scholarly, and Creative Activity

The record of research, scholarly, and creative activity for each individual faculty member will be reviewed annually. The review will cover the previous academic year. Research, scholarly, and creative activity must be documented by the faculty member in the faculty annual report. 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). Research, scholarly, and creative activity 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 research, scholarly, and creative activities. The particular configuration of any individual's research, scholarly, and creative activity will be unique and alternate combinations of these may emerge in individual cases.

D. Service Activity

The record of service activity for each individual faculty member will be reviewed annually. The review will cover the previous academic year. Service activity must be documented by the faculty member in the faculty annual report. The significance of each activity will be evaluated according to time involved and in each activity, leadership role if any, level of activity (University, College, Department, Profession, Discipline, or Community). Service activity should reflect that faculty member's teaching assignment. The particular configuration of any individual's service activity will be unique and alternate combinations of these may emerge in individual cases.

SECTION III TENURE AND PROMOTION

Promotion and tenure is based upon excellence, sustained achievement, distinction, and the impact of one's contributions, not the duration of one's employment. Although tenure-track instructors may be recommended for promotion at any time, time in rank may be a salient consideration as the impact of contributions increases over time. Sustained 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 the ETSU Faculty Handbook (<http://www.etsu.edu/senate/facultyhandbook/>) concerning academic rank, the timetable and criteria for promotion and tenure according to rank and prior creditable university service, and college specific tenure and promotion requirements.

A. Expectations and Criteria

The candidate for awarding of tenure will demonstrate a record of sustained excellence in teaching and a second area of professional activity, and an acceptable sustained record of achievement in the third area of professional activity. The candidate for promotion to Associate Professor will demonstrate a sustained record of excellence in two areas of professional activity, a record of sustained acceptable performance in the third area of professional activity, and a developing reputation in his/her discipline. The candidate for promotion to Professor will demonstrate a sustained record of excellence and distinction in all three areas of professional activity and a national reputation in his/her discipline. 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:

B. Teaching

The Teaching Excellence Profile. Candidates for awarding of tenure and/or promotion to Associate Professor must demonstrate a record of sustained excellence through commitment to effectiveness in teaching. Candidates for promotion to Professor must demonstrate a record of sustained excellence through sustained maturity of his/hers teaching by showing that their instructional contributions are significant, multifaceted, and developed to a high level. A record of sustained excellence in teaching 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.

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

1. Official summaries 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.
2. Representative current course syllabi that exhibit careful preparation and thoughtful organization.
3. Description of professional development undertaken to enhance or acquire pedagogical expertise.
4. Results of the all peer reviews for tenure or last three year's peer reviews for promotion.
5. Results of the 3-year review if completed.
6. 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.
7. 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 East Tennessee State University).
8. Performances of student ensembles conducted/coached.
9. Awards or honors received for teaching excellence.
10. Supervision of independent studies and special topics, honors theses, and internships/student teaching where applicable.
11. Instructional grants and contracts funded, unfunded, or pending.
12. Effective teaching as witnessed by colleagues in the area and senior faculty.

The candidate may submit the following:

1. 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. Faculty are encouraged to include evaluations from outside expert peers.
2. Pedagogical materials for class, studio or ensemble instruction.
3. Effective teaching as witnessed by faculty or colleagues in other areas.
4. Other indicators or descriptors that support teaching effectiveness.

C. Research, Scholarly, and Creative Activity

The Research, Scholarly, and Creative Activity Excellence Profile. Candidates for the awarding of tenure, or promotion to the rank of Associate Professor must demonstrate a record of sustained excellence in scholarly or creative activity within their academic disciplines. Candidates for promotion to the rank of Professor must demonstrate that they have produced a record of sustained excellence through a coherent body of substantial scholarly and/or creative work that has influenced the candidate's profession. A record of

sustained excellent 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 particular configuration of any individual's research, scholarly, and creative activity will be unique, and alternate combinations of these may emerge in individual cases. Promotion to full professor should consider accomplishments prior to previous promotion as well as accomplishments since. Examples of accomplishments in research, scholarly, and creative activity follow.

A. Scholarly publication and related accomplishments

1. The refereed publication of a book
2. A scholarly edition
3. Articles in scholarly journals
4. Chapters in scholarly books by a recognized publisher in the field
5. Scholarly presentations, lectures, clinics, and/or workshops at conferences, conventions, seminars, or other universities at the international, national, regional, or state level.
6. A major, non-departmental funded research grant or commission in support of scholarly, research, or creative activity.
7. Editor of scholarly journal
8. Panel presentation at international, national, regional, or state conferences or symposia, hosted by professional associations or academic institutions.
9. Regular column for professional magazine or e-magazine
10. Editing music or music series for major publisher
11. Reviews of books, monographs, or recordings
12. Editorial review board for scholarly journal
13. Creation and publication of software
14. Poster presentation at professional meetings
15. Clinics, workshops, and/or consultancies presented at other colleges or universities, K-12 level schools, or professional organizations
16. University or professional organization award that recognizes excellence in scholarship

B. Performance and creative accomplishments

1. 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). (See Section I, subsection B, #7)
2. Faculty recitals as primary performer.
3. Presentations of master classes or workshops at professional events at the international, national, regional, or state level.
4. A commission and performance of a significant composition or arrangements at an international, national, regional, or state event.

5. A non-departmental funded grant or commission in support of creative activity.
6. A professional recording of a composition. Most desirable are recordings released by respected labels in the appropriate discipline.
7. A professional recording of solo, chamber, or large ensemble performance. Most desirable are recordings released by respected labels in the appropriate discipline.
8. Broadcasts of performances at the state, regional, or national level
9. Multiple performances with a professional ensemble.
10. Concerts by larger chamber ensembles.
11. Solo or chamber performance as part of a recital by multiple professional artists (e.g., Encores Recital).
12. Presentations of master classes, workshops, or scholarly presentations at other institutions of higher education, K-12 level schools, or local organizations
13. University or professional organization award that recognizes excellence in research, scholarly, and creative activity.
14. Performances and presentations to summer music festivals
15. Publication of written materials such as books, articles, reviews, editions, arrangements, compositions, or conference proceedings

D. Service

The Service Excellence Profile. Candidates for the awarding of tenure or promotion to the rank of Associate Professor or Professor must demonstrate a record of sustained excellence through a pattern of active, significant service to the university and to either the profession or the community. A record of sustained 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 Department of Music; and (c) multiple contributions whose quality and impact are confirmed by appropriate individuals in the field.

For faculty teaching applied lessons and ensembles, recruitment should be given more consideration when determining tenure and promotion. This service is important for the growth of the Department of Music as well as the University. Although there is no way to uniformly measure recruitment success, the tenure and promotion committee should note sustained activity in this area.

For all full-time faculty a record of sustained excellence in service activity may be demonstrated by a combination of activities; examples below:

Categories

1. Service to the University.
 - a. University Governance
 1. University Committee leadership role.
 2. University Committee participation.
 - b. College Governance
 1. College Committee leadership role.
 2. College Committee participation.
 - c. Departmental Governance
 1. Departmental Committee leadership role.
 2. Departmental Committee participation.
 3. Assigned Student Advisement
 4. Informal Student Advisement

2. Service to the Profession and Discipline.
 - a. Student Organizations Advising.
 - b. Leadership in professional organizations at the International level
National level, Regional level, State level, or Local level.
 - c. Discipline Service
 1. Recruitment Activities.
 2. Chairing a session at a conference.
 3. Adjudication.
 4. Conducting master classes and workshops.
 5. Membership in professional organizations at the International level,
National level, Regional level, or State level.
 6. Making presentations related to one's discipline.

3. Service to the Community.
 - a. Providing service performances (e.g. church, Rotary Club).
 - b. Providing professional advice, counsel, private lessons to groups or individuals.
 - c. Providing other types of service, particularly in the university's service area.

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ⁱ The National Collegiate Choral Association. (2016). Retrieved from https://www.ncco-usa.org/wp-content/uploads/2016/12/ncco_tenure_promotion.pdf