

MUSIC R/T/P Departmental Criteria for Personnel Actions
See APSU Policy No. 1:025

I. Faculty Retention Years 1-3

A. Area 1: Effectiveness in Academic Assignment

1. Teaching Effectiveness

- a) Student evaluations of instruction: Student evaluations are considered as one indicator of teaching effectiveness. Evaluations must be included in the dossier as per APSU Policy 1:025, along with a reflective narrative describing the candidate's response to the evaluations.
- b) Peer reviews of instruction: Two APSU faculty peer reviews of instruction are required per dossier cycle. Refer to the University's Procedures & Guidelines for specific instructions.
- c) Candidates must include a syllabus from each course taught. Candidates may choose to include representative course materials such as rubrics, assignments, special projects, and exams.
- d) In the field of music, teaching effectiveness can also be indicated by student progress and achievement. Such indicators could include (but are not limited to) the following:
 - (1) Successful student progression through the academic sequence, barrier exams and recital hearings, oral exams, etc.
 - (2) Success in performance competitions.
 - (3) Student acceptance into master's/doctoral programs.
 - (4) Successful job placement.

Faculty may wish to include this kind of student success data as evidence of teaching effectiveness.

- e) Direction of undergraduate and graduate research, if applicable: This includes direction of student concert performances and recitals as well as academic research.
- f) Course and curricular development and improvements: These may include adoption of new texts and/or technology in course development, online course preparation, new pedagogical concepts, or similar high-impact practices.
- g) Student advisement: During the first year of employment, faculty are not required to participate in student advising. During the second year and following, faculty are expected to advise students in the general core curriculum and the latest requirements for majors. Any materials typically used for student advising may be included in the dossier.

2. Non-Teaching Assignments

- a) Evidence of administrative or supervisory duties as dean, department chair/director, program coordinator, or other special activities for which reassigned time is given will be documented. This can also include administrative or supervisory duties for which no reassigned time is officially given.

B. Area 2: Research/Scholarship/Creative Activities

In music there exist two distinct, but not mutually exclusive, areas requiring different approaches to the evaluation of research and creativity. In the first broad category, **Music Education, Music History/Literature, Music Therapy, and Music Theory** focus primarily on research, publication, papers, participation on panels, grant writing, interdisciplinary teaching, leading professional development workshops, and advanced study.

The second category includes **Performance, Composition, Studio Teaching, Conducting, and Accompanying**. In these areas, empirical research and scholarly publications may not be the preferred or feasible way to contribute to the discipline, and the criteria vary. Faculty should participate in the activities that are pertinent to their individual areas of expertise with suggestions listed below.

Faculty should contribute a minimum of two activities each academic year from the list of scholarly/creative activities below. These activities should be of appropriate significance and demonstrated quality. It is expected that as faculty members progress through their academic careers, they will expand the scope of their research/scholarship/creative activities. Faculty should clarify the significance and scope of activities and accomplishments, recognizing that location may not accurately represent scope. Significant works in progress may also be considered.

1. Publications

- a) Refereed items, including articles, essays, book chapters, monographs, scholarly editions, computer software, periodic columns, program notes, textbooks, method books, and classroom resources
- b) Commissioned works, both written and musical
- c) Musical works and arrangements

2. Academic Presentations

- a) Presentations, papers delivered, lectures, conference clinics, workshops, participation on panel discussions, and poster sessions at conferences, conventions, seminars, symposia, or for professional organizations

- b) Significant activity as guest lecturer, visiting speaker, visiting teacher, or masterclass presenter at another institution of higher education, nationally-recognized summer festival, or event of comparable scope
 - c) Submission of proposals for presentation may be appropriate during the first three years.
- 3. Performances, Exhibitions, and/or Recordings
 - a) As soloist, chamber musician, collaborator, conductor, director, or principal or significant performer in a larger ensemble
 - b) Of music composed by the candidate
- 4. Other Items
 - a) Awards, honors, or prizes earned for research or performance
 - b) Authorship of internal or external grants in support of creative activity
 - (1) It should be noted that CECA funding is not considered grant funding and should not be included in this category. However, when documenting CECA-funded events, a statement could be included to indicate CECA as a funding source.

C. Area 3: Professional Contributions and Activities

Professional contributions and activities must include service to the campus, community, and profession, as well as contributions to the department's overall recruiting agenda. The RTP dossier should detail specific activities completed in the review cycle, and any tangible evidence or outcomes of those activities. These activities should be of appropriate significance and demonstrated or documented quality or effectiveness. For any large-scale or department-wide activities, the candidate is responsible for fully documenting their specific role, function, or tasks completed.

The departmental recruiting agenda results in the continual success of applied studios, ensembles, and academic programs.

Service Activities may include but are not limited to:

- 1. Service to Campus
 - a) Committee work or other administrative service
 - b) Service on Faculty Senate, special task forces and/or ad hoc committees
 - c) Other participation or leadership and policy-making processes
 - d) Advisor to student organizations
 - e) Other campus service
- 2. Service to One's Discipline
 - a) Memberships and leadership in professional organizations
 - b) Professional service as session chair, discussant, paper reviewer, etc.

- c) Adjudicator/clinician for music festivals, music contests, solo and ensemble workshops and contests, all-state acceptance and placement, etc.
 - d) Service-oriented masterclasses, lectures, and clinics
3. Service to the Community
- a) Discipline-related presentations
 - b) Discipline-related advice and consultations
 - c) Other discipline-related service

II. Faculty Retention Years 4-6

A. Area 1: Effectiveness in Academic Assignment

In addition to the requirements listed in I.A.1, faculty should include student success data as evidence of teaching effectiveness.

B. Area 2: Research/Scholarship/Creative Activities

1. See above in years 1-3.
2. As faculty members progress through their academic careers, they are expected to expand the scope of their research/scholarship/creative activities to include several peer reviewed activities or activities of comparable significance and merit, such as articles accepted for a peer-reviewed journal; performances, presentations or compositions selected by a jury; invited performances at a significant venue, and/or documentation of works of critical acclaim.

C. Area 3: Professional Contributions and Activities

See above in years 1-3.

III. Tenure/Promotion to Associate Professor

A. Area 1: Effectiveness in Academic Assignment

In addition to the requirements listed in I.A.1, faculty must include student success data as evidence of teaching effectiveness. The faculty member will demonstrate continuous documented excellence and an abiding interest in growth and leadership in pedagogy.

B. Area 2: Research/Scholarship/Creative Activities

Faculty applying for tenure or promotion should have a minimum cumulative contribution of 10 activities from at least two of the four categories of scholarly/creative activities listed, including several significant, peer-reviewed activities or activities of comparable merit.

It is expected that as faculty members progress through their academic careers, they will continue to expand the scope of their research/scholarship/creative activities.

C. Area 3: Professional Contributions and Activities

See above in years 1-3.

IV. Promotion to Full Professor

A. Area 1: Effectiveness in Academic Assignment

In addition to the requirements listed in II.A, faculty must include student success data as evidence of teaching effectiveness. The faculty member will demonstrate continuous documented excellence and an abiding interest in growth and leadership in pedagogy.

B. Area 2: Research/Scholarship/Creative Activities

The faculty member will demonstrate continuous documented excellence as a scholar, performer, or composer. In the five years immediately preceding the application for promotion, the candidate must include a minimum cumulative contribution of 10 activities from at least two of the four categories of scholarly/creative activities listed. An expanded scope of research/scholarship/creative activities should be evident, recognizing that location may not accurately represent scope.

C. Area 3: Professional Contributions and Activities

See above in years 1-3

V. Expectations for tenured faculty not being reviewed for promotion. This section applies to all tenured faculty including Full Professors.

Among other professional contributions and activities, all faculty within the music department are expected to contribute to the department's overall recruiting agenda.

In addition, tenured faculty shall:

- 1) Support the ongoing growth and development of the music department through continued effectiveness in academic assignment, engagement in research/scholarship/creative activities, and professional contributions and service.
- 2) Participate in the tenure and promotion peer review process by evaluating the teaching of junior faculty and providing written feedback in a timely manner.
- 3) Effectively advise students in the general core curriculum and the latest requirements for majors, according to departmental needs and areas of expertise and model exemplary advising for junior faculty.

- 4) Work constructively within the department and university to promote teamwork, cooperation, and serve as leaders when needed, especially as it pertains to committee service.
- 5) Mentor junior faculty, where appropriate.