

UNIVERSITY OF MINNESOTA DULUTH DEPARTMENT OF MUSIC

Indices and Standards for Tenure and Promotion to Professor as Required by Section 7.12 of the Board of Regents Policy on Faculty Tenure (June 10, 2011) and
Indices and Standards for Promotion to Associate Professor

Approved by the Faculty on June 3, 2010

Approved by Dean on June 10, 2010

Reviewed by VCAA June 11, 2010

Reviewed by Sr VP December 8, 2011

Approved by Chancellor on December 15, 2011

Departmental Statement of Standards for Tenure/Promotion Required by Section 7.12 of the Regulations Concerning Faculty Tenure

I. INTRODUCTORY STATEMENT

This document describes with more specificity the indices and standards that will be used to evaluate whether candidates meet

- the general criteria for tenure as described in Section 7.11 (Appendix 1) of the *Board of Regents Policy on Faculty Tenure* (June 10, 2011) with revisions noted in the *Tenure Code Application to the UEA Contracts*,
- the general criteria for promotion to associate professor and
- the general criteria for promotion to professor as described in Section 9.2 (Appendix 2) of the *Board of Regents Policy on Faculty Tenure* (June 10, 2011) with revisions noted in the *Tenure Code Application to the UEA (University Education Association) Contracts*.

II. DEPARTMENTAL MISSION

The Department of Music is a primary cultural center in Northern Minnesota for those who seek a comprehensive music education and for those who wish to enrich their lives through involvement with music.

The department provides historical, theoretical, pedagogical, and creative experiences in music that are indispensable for all who plan to teach, perform, or create. The department prepares students for a lifetime of experiences in music by developing an understanding of the significance and meaning of music in life and provides a program of performance and outreach activities for the cultural enrichment of the campus, community, and region. The department also serves as a regional resource center for music teachers and leaders. Dedication to scholarly excellence, quality teaching and service underlies all department academic and artistic endeavors.

III. CRITERIA FOR TENURE

As in all matters of evaluation, the credentials and professional standards of external evaluators should be substantiated. The Department of Music recognizes the following standards and indices as stated in Section 7.11 (Appendix 1) of the *Board of Regents Policy on Faculty Tenure* (June 10, 2011) as essential in the evaluation of all faculty for purposes of promotion and tenure.

A. TEACHING

1. The department recognizes the following characteristics as indices of effective teaching:
 - a. Mastery of the primary teaching subject area.
 - b. Excellent communication and listening skills to facilitate learning.
 - c. Well-articulated, fair and consistent grading policies.
 - d. Ability to work with a wide variety of students in the production of intellectually challenging and technically strong scholarly and/or creative work.
 - e. Advising which is knowledgeable about University policy and sensitive to student needs.
 - f. Ability to revise and evolve teaching and advising approaches to reflect new developments in the field.

2. Appropriate evidence to document the criterion of effective teaching may include, but shall not be limited to any of the following:
 - a. Summaries of new courses developed or existing courses revised.
 - b. Summaries of faculty development activities related to teaching and advising.
 - c. Examples of student work directed by the faculty member (e.g. project reports, term papers, theses, concerts and recitals).
 - d. Evidence of teaching awards or honors.
 - e. Student evaluation of classes, applied lessons and ensembles.
 - f. Internal and external peer evaluation of classes, applied lessons and ensembles. These should be conducted over several years and include class syllabi, texts used, tests given, and creative tasks assigned.

3. Other aspects of teaching which may be considered for tenure or promotion decisions include participation and effectiveness in undergraduate and graduate academic advising, professional and/or career counseling, work on or chairing of the examining committees of graduate students, coordination or special departmental programs, and supervision of teaching assistants and student teachers. A comprehensive summary of accomplishments and any possible evaluative material by peers or students should be provided.

B. RESEARCH/CREATIVE ACTIVITY

1. Fields. The fields of music for demonstrating scholarly and creative activity are:
 - a. Performance
 - b. Conducting
 - c. Composition
 - d. Music History
 - e. Music Education
 - f. Music Theory

Since most faculty members have teaching assignments and duties in two or more areas, the requirements for attaining tenure cannot be defined quantitatively. It is not practical to specify, for example, a certain requisite number of published articles or compositions because the faculty member might also be heavily engaged in performance.

2. Evaluation. For evaluating scholarly and creative activity, one or more of the following categories is used:
 - a. Performance and Conducting
 - b. Composition
 - c. Research/Writing

No single category will be given a greater weight nor will they be compared quantitatively.

3. Degrees. The Doctorate (e.g., PhD, EdD, DMA) is considered the terminal degree for all disciplines in the Department of Music.
4. Criteria. The standard for evaluation is professional distinction in artistic production or scholarly research.

- a. Performance/Conducting

Concerts and recitals are the primary evidence for measuring creative work in the professional world. A continual record of public performances is expected which demonstrate mastery of instrument and/or ensemble, level and quality of artistic expertise, and musicianship.

- (1) Solo or small group performances are generally given more weight than participation in large ensembles. An exception to this could be leadership role in a large professional ensemble.
- (2) Conducting ensembles will be evaluated, in part, according to the nature and objectives of the ensemble, which can be a factor in measuring the accomplishments of a conductor. For example, a conductor who leads an ensemble with rigid entrance auditions would be expected to achieve at a higher level than the conductor of a group with no entrance audition requirements.

- (3) International, national, and regional performances are given more weight than local performances. The reputation of the organization sponsoring the performance is an important evaluative criterion.
- (4) Invitational concerts have more weight than those that are self-arranged.
- (5) Diversity of concert activities is a measure of the musicians' capabilities.
- (6) Documentation should be in the form of:
 - (a) Internal and external peer evaluation in written form, preferably after attendance at the event, but also may be through a taped recording.
 - (b) Written evaluation by professionals in the field who have reputable musical expertise.
 - (c) Newspaper and periodical reviews, with metropolitan newspapers having more weight than local, and national periodicals having more weight than regional.
 - (d) Grants, commissions, fellowships, and awards received and invitations to perform nationally. The prestige of the award or commission will be considered.

b. Composition

Professional distinction in the area of composition is achieved primarily through a strong ongoing record of compositions that are published, commissioned, recorded or made available on a rental basis by publishers and compositions performed by individuals and organizations held in esteem and recognized in the profession.

- (1) More weight is given to original compositions than to arrangements of pre-existing works.
- (2) A work that is published or made available on a rental basis by publishers has more weight than one not published.
- (3) International, national, and regional performances of a work are given more weight than local performances. Repeated performances can demonstrate that the work may become significant in the repertoire.
- (4) Documentation should be in the form of:

- (a) Original research which is based upon primary sources is generally valued more highly than work which depends heavily upon secondary sources.
- (b) Written evaluation by professionals in the field who have reputable musical expertise.
- (c) Newspaper and periodical reviews, with metropolitan newspapers having more weight than local, and national periodicals having more weight than regional.
- (d) Grants, commissions, fellowships, and awards are received; prestige of the award or commission will be considered.

c. Research/ Writing

- (1) Professional distinction in the area of research and writing is evaluated primarily through the publication of articles and/or books and/or presentation of papers and/or workshops in the area or areas of the faculty member's training and expertise.
 - (a) Original research which is based upon primary sources is generally valued more highly than work which depends heavily upon secondary sources.
 - (b) Research which explores theoretical issues in learning is considered to have more scholarly validity than articles which are primarily descriptive or anecdotal.
 - (c) Publication of articles and/or books and extended book reviews in the area of the faculty member's training and expertise.
 - (d) Publication in journals recognized by peers as being important in the fields of music research is usually given more weight than articles written for more general, non-academic audiences.
 - (e) Publications which are refereed, abstracted, and/or indexed and which are national or international in scope tend to be those with the most serious academic research.
 - (f) Presentation of papers and/or workshops by invitation. Or inclusion at professional meetings in the areas of history, theory, education, and performance demonstrate academic reputation. Generally, more weight will be given to international and national than to regional and local professional meetings.

- (g) Development of video-tapes or computer programs within the field of expertise. More weight is given when such materials are utilized by other professionals in the field.

C. SERVICE

- (1) Faculty service expectations are articulated in the *Board of Regents Policy on Faculty Tenure* (Appendix 1).
- (2) Contributions and service to the University and community are expected. All faculty should participate in department, school, and campus committees and events. Community service and involvement is a necessary professional obligation to the perpetuation of the arts.
- (3) Apart from regular participation in the routines of institutional governance, the following are examples of activities which may indicate outstanding contributions in the area of service:
 - (a) Leadership roles within the University governance process, and/or participation on special committees or task forces.
 - (b) Evidence of significant activity and leadership in organizations related to the faculty member's discipline on the local, state, national and international levels. These activities should result in observable changes for the improvement of the profession that can be documented effectively by others involved in the organization. Such activities clearly go beyond being merely a member of an organization.
 - (c) Activity as a consultant, performer, lecturer, juror, adjudicator, or panelist in the field of music. Information as to the reputation and influence of sponsoring organization should be provided.
 - (d) Editorial service for professional publications.
 - (e) Guest lecturing, both within the University and at other institutions.
- (4) The quality of participation in service activities may be supported through letters or comments from others who have served with the faculty member, from committee chairs or from those who have received the service. In some cases, a summary of the service contribution with a report of its effectiveness would be appropriate.

IV. CRITERIA FOR PROMOTION

University policy provides that indefinite tenure and promotion recommendations may be made at any time a candidate has satisfied the requirements.

A. Promotion to Associate Professor

Because the department's tenure decisions follow the guidelines in the Board of Regents Policy, Section 7.11, General Criteria for tenure (Appendix 1), except in rare cases, a positive tenure decision is synonymous with promotion to the Associate Professor rank. For a probationary assistant professor, there will be one vote on tenure and one vote on promotion. The indices of effective teaching and service contributions for tenure are listed in Sections III. A and III.C. and are used departmentally as the benchmark for promotion to Associate Professor.

1. Research

(a) Performance/Conducting

For tenure and/or promotion to Associate Professor, evidence of professional recognition on both the local and national level is expected. This recognition should primarily come through a strong ongoing record of artistic performances in areas such as solo recital, lecture, accompanist, or as a member or conductor of small or large ensembles. Peer and critical evaluation should come from a variety of individuals locally or nationally recognized in the profession and held in high esteem. Invitations to perform, direct or serve as a consultant with respected organizations also are evidence of professional recognition. The doctorate is the expected terminal degree in both tenure and rank advancement considerations.

(b) Music History

For tenure and/or promotion to the rank of Associate Professor, a faculty member's research should evidence a firm direction which has been evaluated positively by other professionals in the field. A strong ongoing record of refereed publications is expected, which may encompass articles in peer-reviewed reputable journals, both print and electronic, or the production of books, or major articles in encyclopedias and dictionaries. The doctorate is the expected terminal degree in both tenure and rank advancement considerations.

(c) Music Education

For tenure and/or promotion to the rank of Associate Professor, a faculty member's research efforts should receive the same rigorous type of outside

evaluation by recognized professionals in the field as for music historians. Letters or critical reviews should address the quality of the research, the originality of the work and its contribution to the field. A strong ongoing record of refereed publications is expected in peer-reviewed reputable journals, both print and electronic.

Invitations to conduct workshops, clinics, or present papers by institutions or associations of distinction, consultant-ships, work on curriculum construction, record of successful grant writing, and other similar endeavors along with record of awards are evidences of professional distinction. The doctorate is the expected terminal degree in both tenure and rank advancement considerations.

(d) Composition

For tenure and/or promotion to the rank of Associate Professor, evidence of professional recognition is required. This recognition is attained through a strong ongoing record of compositions which are published or made available on a rental basis by publishers or compositions which are commissioned. Performance of unpublished compositions by reputable individuals and organizations held in esteem and recognized in the profession at the local and national level also is evidence of professional recognition. The doctorate is the expected terminal degree in both tenure and rank advancement considerations.

(e) Theory

For tenure and/or promotion to the rank of Associate Professor, Publication in refereed journals, invitations from credible institutions and associations to present lectures or papers, and record of awards are evidence of professional recognition. The doctorate is the expected terminal degree in both tenure and rank advancement considerations.

B. Promotion to Full Professor

As per Section 9.2, Criteria for Promotion to Professor (Appendix 2), for promotion to Professor, indices of effective teaching will include those listed for tenure in Section III.A, as well as:

1. Enhanced mastery of the primary teaching subject.
2. Significant contribution to the area curriculum such as course and curriculum development.
3. Reception of teaching and/or advising awards.
4. Evidence of former student' professional distinctions.

For promotion to Professor, notable evidence of research/creative activity on a national and possibly international level is required, evaluated by the following indices, and using the types of research/creative activity evidence for each discipline previously articulated.

1. Research

(a) Performance/ Conducting

For promotion to Professor, a faculty member must have attained increased and consistent recognition at the national level by the professional music world. This should come primarily through a sustained strong record of artistic performances in areas such as solo recital, lecture, accompanist, or as a member or conductor of small or large ensembles. Peer and critical evaluation should come from a variety of individuals locally or nationally recognized in the profession and held in high esteem. Invitations to perform, direct or serve as a consultant with respected organizations also are evidence of professional recognition. The doctorate is necessary for advancement in rank.

(b) Music History

For promotion to Professor, a faculty member must have attained increased and consistent recognition at the national level by the professional music world. This should come primarily through a sustained strong ongoing record of refereed publications, which may encompass articles in peer-reviewed reputable journals, or the production of books, or major articles in encyclopedias and dictionaries. The doctorate is necessary for advancement in rank.

(c) Music Education

For promotion to Professor, a faculty member must have attained increased and consistent recognition at the national level by the professional music world. Letters or critical reviews should address the quality of the research, the originality of the work and its contribution to the field. A sustained strong ongoing record of refereed publications is expected in peer-reviewed reputable journals, both print and electronic. Invitations to conduct workshops, clinics, or present papers by institutions or associations of distinction, consultant-ships, work on curriculum construction, record of successful grant writing, and other similar endeavors along with record of awards are evidences of professional distinction. The doctorate is necessary for advancement in rank.

(d) Composition

For promotion to Professor, a faculty member must have attained increased and consistent recognition at the national level by the professional music world. This recognition is attained through a sustained strong ongoing record of compositions that are published or made available on a rental basis by publishers or compositions which are commissioned or recorded. Performance of unpublished compositions by reputable individuals and organizations held in esteem and recognized in the profession at the local and national level also is evidence of professional recognition. The doctorate is necessary for advancement in rank.

(e) Theory

For promotion to Professor, a faculty member must have attained increased and consistent recognition at the national level by the professional music world. A sustained strong ongoing record of publication in refereed journals, invitations from credible institutions and associations to present lectures or papers, and record of awards are evidence of professional recognition. The doctorate is necessary for advancement in rank.

3. Service

Evidence of service should be indicated as outlined in III. C. Criteria for Tenure. Service.

V. PROCEDURES

The Department complies with the procedures for promotion and conferral of indefinite tenure set forth in Section 201.000 of the *Collective Bargaining Agreement between the Regents of the University of Minnesota and the University Education Association* that is in effect at the time of the promotion and tenure review and decision.

Appendix 1

Section 7.11 General Criteria (for tenure). What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [2]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [3]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [4]. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify

the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

[2] "**Academic achievement**" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

[3] "**Scholarly research**" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"**Other creative work**" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"**Teaching**" is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

"**Service**" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

[4] Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

Appendix 2

Section 9.2 Criteria for Promotion to Professor. The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [7]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

[7] "**Academic achievement**" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

References

1. Board of Regents Policy on Faculty Tenure (June 10, 2011)
2. Tenure Code Application to UEA Contracts
3. Collective Bargaining Agreement between the Regents of the University of Minnesota and the University Education Association