Guidelines on Reappointment, Tenure, and Promotion

Department of Music Education
School of Music, Theatre and Dance
University of North Carolina at Greensboro

I. INTRODUCTION

Faculty members in the Department of Music Education reflect the highest standards in their field, and they bring credit to the School of Music, Theatre and Dance and the University through their activities as faculty members. This, in turn, assists the Department in attracting high quality students to its degree programs.

The Department of Music Education recognizes four areas of professional activity—teaching, research and creative activity, service, and directed professional activity.

The promotion and tenure guidelines of the Department of Music Education elaborate upon the standards set forth in the School of Music, Theatre and Dance (SMTD) Guidelines on Reappointment, Tenure, and Promotion. All Department faculty have reviewed and participated in discussions regarding these policies. This document outlines for Assistant and Associate Professors the Departmental expectations for promotion and tenure and the criteria by which the Music Education faculty and Department Head will evaluate them. In the case of any conflict, the SMTD and University documents take precedence.

II. REAPPOINTMENT REVIEW

The Department will follow the SMTD Reappointment Review Guidelines for tenure-track faculty during the third year of the initial four-year probationary term. During the spring semester of a tenure-track faculty member's second year, the Department Head will discuss the upcoming reappointment review with the faculty member and will go over the SMTD's Reappointment Review Guidelines with the faculty member.

A. Standards for Reappointment

1. Teaching: Candidates should demonstrate that they are effective teachers. Such demonstration may come from some combination of peer evaluations, student evaluations, self-assessments, participation in teaching workshops or other kinds of teaching development activities, accomplishments of students, course syllabi and assignments.

2. Research: Candidates should demonstrate that they have an active research agenda and that they are making progress toward satisfying the Department's requirements for promotion to Associate Professor and tenure. Evidence of such progress should, at the minimum, meet expectations outlined in Music Education Department Research and Creative Activity
Benchmarks and may include, but are not limited to:

- Article in a journal, edited collection, or conference/symposium proceedings (including online venues)
- Publication of a chapter in a book or collection of essays or papers contracted with a publisher
- Substantial review of another person’s article or book in a refereed journal
- Equivalent work on a book manuscript or edited book manuscript
- Invited/refereed panel, paper, poster, scholarly presentation, or keynote speech/address at a local, state, or regional conference
- Invited master class or lecture at a local, state, or regional institution
- Performance as a conductor or guest conductor of a large or small ensemble at a local, state, or regional festival or clinic
- Workshop, presentation, clinic, master class, field research, consultation and other similar interactions of local, state, or regional significance with P-12 practitioners
- Development and submission of a grant proposal

3. Service: Candidates should demonstrate a willingness to participate in some service for their Department. Additional service for their profession, the SMTD, the University, or the community is also encouraged. Service is distinct from professional development in that it goes beyond the interests of the candidate to serve the interests of a broader community.
III. PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR AND TENURE

A. Teaching

1. The Department requires that candidates for promotion to Associate Professor and tenure establish a pattern of effective teaching.

2. Teaching embraces activities related to instruction and learning that occur both inside and outside the classroom, including instruction in the classroom; advising, supervising, guiding, and mentoring students; developing learning activities; developing new courses; sustaining teaching effectiveness; and participating in community engaged teaching.

3. Effective teaching will be demonstrated by some combination of peer evaluations, student evaluations, self-assessments, participation in teaching development activities, accomplishments of students, course syllabi and assignments, course and/or curricular development, teaching awards or grants, and publications or presentations related to teaching.

B. Scholarship

1. Promotion to Associate Professor and tenure requires scholarly achievement and the demonstration of prominence and recognition in the candidate’s field. Scholarly achievement is demonstrated via a pattern of research that has met expectations outlined in Music Education Department Research and Creative Activity Benchmarks and suggests the potential for continued research accomplishment. It is expected that candidates for promotion to Associate Professor with tenure will have established the beginnings of a national reputation in their area of scholarship.

2. Candidates for tenure and promotion to Associate Professor will have developed a scholarly profile, as demonstrated by, but not limited to, some combination of the following:

   - Article in a journal, edited collection, or conference/symposium proceedings (including online venues)
   - Publication of a chapter in a book or collection of essays or papers contracted with a publisher
   - Substantial review of another person’s article or book in a refereed journal
   - Equivalent work on a book manuscript or edited book manuscript
   - Invited/refereed panel, paper, poster, scholarly presentation, or
keynote speech/address at a local, state, or regional conference

• Invited master class or lecture at a local, state, or regional institution

• Performance as a conductor or guest conductor of a large or small ensemble at a local, state, or regional festival or clinic

• Workshop, presentation, clinic, master class, field research, consultation and other similar interactions of local, state, or regional significance with P-12 practitioners

• Development and submission of a grant proposal

3. The department also values community-engaged research and scholarship, which differs from traditional scholarship in that it reaches audiences beyond academic peers and often emerges from a process of creative collaboration with community partners.

C. Service

1. Assistant Professors are expected to perform Departmental duties assigned to them by the Head. Although they must give higher priority to teaching and research, Assistant Professors should also show effort to establish a pattern of service to the SMTD, the University, their professions, and/or the community. Whatever service responsibilities a candidate undertakes must be performed satisfactorily and responsibly.

2. Evidence used to evaluate an Assistant Professor’s service will include assessment of a range of documentation, including letters from committees or organizations to which service has been rendered. The Department may solicit evidence from committees or organizations if the candidate has not provided it.

IV. PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

Promotion to the rank of Professor is based on an individual’s compilation of a substantial and sustained record of achievement in each of the four areas of evaluation (teaching, scholarship, service, and directed professional activity). While the Music Education Department places considerable weight on scholarship, it also expects a candidate to demonstrate achievement, distinction, and influence in the areas of teaching, service, and directed professional activity. It is expected that candidates for promotion to Professor will have achieved a national and emerging international reputation.

A. Teaching

1. The Department requires that candidates for promotion to Professor
demonstrate their accomplishments as teachers and their sustained efforts to improve their teaching.

2. Teaching embraces activities related to instruction and learning that occur both inside and outside the classroom, including instruction in the classroom; advising, supervising, guiding, and mentoring students; developing learning activities; developing new courses; sustaining teaching effectiveness; and participating in community engaged teaching.

3. Documentation of teaching effectiveness may include, but is not limited to, descriptions of teaching activities, including a summary of responsibilities and activities and a portfolio of course materials; evidence of student achievement, including master’s theses and doctoral dissertations, publications, awards, fellowships, and scholarships; judgments about teaching, including student evaluations, letters from recent and former students, and peer evaluations; teaching recognition, including honors for meritorious teaching, invitations to teach at other institutions, and receipt of grants, contracts, or external funding related to teaching; and self-reflection and appraisal, including self reviews and evidence of steps to improve one’s teaching.

B. Scholarship

Scholarly achievement is demonstrated via a sustained pattern of research that has resulted in an individual achieving distinction in his or her field and a national and emerging international reputation. The criteria for scholarship are spelled out in greater length in the section on Promotion to Associate Professor and tenure.

C. Service

1. The Department requires that candidates for promotion to Professor make significant service contributions.

2. A candidate’s service contributions will include Departmental service, as well as evidence of service to the SMTD and University. Examples of the scope of service might include providing leadership in or making significant contributions to Department, SMTD, or University committees or other appointed or elected groups, developing and revising major policies, participating in campus governance, and mentoring other faculty or staff. Service can also include assisting in the development of international programs, advising student groups, and recruiting students.

3. A candidate’s service contributions will also include service to the scholarly profession through activities such as peer review of grant applications, articles, books, and other creative works for journals and presses; participation in academic conferences; service to and leadership in
academic organizations, professional boards, task forces, or committees organizing and managing conferences; scholarly editorial work, and writing external reviews of the works of colleagues for promotions and tenure or other professional awards and acknowledgments.

4. If and where possible, the candidate should demonstrate service to the community and community engagement. Examples of the scope of service to the community might include informing general audiences through seminars, conferences, and lectures; serving as an expert for the press and other media; collaborating with and consulting for organizations, businesses, and public agencies; developing and participating in outreach programs that apply and disseminate knowledge and creative work beyond the confines of the University; and developing and participating in partnerships (such as internship programs) between academic programs and external agencies.

5. Evidence used to evaluate an Associate Professor’s service will include assessment of a range of documentation, including letters solicited by the Department from committees or organizations to which service has been rendered and/or faculty colleagues and other peers describing responsibilities and activities and analyses of work accomplished.

V. DIRECTED PROFESSIONAL ACTIVITY

The Department of Music Education recognizes the important role that Directed Professional Activity plays in the operation of the Department, and is considered in all promotion and tenure decisions. A list of the scope and range of activities that qualify as Directed Professional Activity is found in section II.D of the University Guidelines. Further clarification is provided in Part I of the SMTD Reappointment, Promotion, and Tenure Guidelines. Duties assigned to Music Education faculty in this area must be clearly documented on the faculty member’s annual workload assignment.

Adopted by the Music Education Department Faculty 2 December 2013.