

# TEACHING PROFESSOR ADVANCEMENT STANDARDS

## DEPARTMENT OF MUSIC 2025-26

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**Date: July 1, 2025**

**Dept Name: Music**

**Standards for Advancement: AY 2025-26**

**Series: Teaching Professor**

### **1. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM):**

#### **TEACHING EXCELLENCE**

- The expected and maximum teaching load for faculty in the Teaching Professor series is 6 courses per year.
- Courses of fewer than 4 credits, or co-taught courses will be counted proportionally. A reduction in teaching load in a given year is possible based on:
  - A significant amount of individual instruction or advising and/or maintaining a large studio of graduate students
  - Teaching one or more larger enrollment courses (150+ students)
  - Intensive curricular development or programmatic administration/oversight
- A reduction will involve no more than one course relief. 5 courses per year is considered the normal minimum teaching load for Teaching Professors. When there is departmental need (administrative or curricular), a second course relief (and a 4 course load) may be granted.
- The Department strongly suggests that each faculty member teaches a large enrollment undergraduate course (100+ Students) on a regular or semi-regular basis as a service to the Department and to the campus community.
- Faculty should prepare a [Teaching and Mentoring portfolio](#) as outlined by the Holistic Teaching initiative.
- Evidence of exceptional teaching includes the Teaching and Mentoring portfolio, course syllabi (including learning outcomes, course content, course policies, etc.), sample assignments, sample lesson plans/lecture slides, and student comments in SET.
- Teaching and Mentoring excellence and effectiveness should be evaluated according to the standards and procedures set forth in APM 210-3.d.1, the UCSD AP Process Manual (<https://aps.ucsd.edu/tools>), and the “Evaluation Guidelines” from Holistic Teaching (on this page: <https://holisticteaching.ucsd.edu/teaching-and-mentoring-portfolio>).
- Discrete pedagogical innovation (including creation or revamping courses and curriculum) is considered under Professional and Scholarly activity for Teaching Professors.

#### **A. Normal Merit Review**

- Requires effective and excellent teaching and mentoring as outlined above.
- Continued development and improvement as a teacher and mentor.
- Any shortcomings in the previous review should be addressed

- B. Fourth Year Appraisal
  - Requires the development of a profile of teaching excellence.
  - Initial engagement as a mentor.
- C. Assistant to Associate
  - Requires effective and excellent teaching and mentoring as outlined above.
  - Continued development and improvement as a teacher and mentor.
  - Any shortcomings in the previous review should be addressed.
- D. Associate to Full
  - Requires effective and excellent teaching and mentoring as outlined above.
  - Continued development and improvement as a teacher and mentor.
  - Teaching, lectures or pedagogical material that makes an impact at the national level.
  - Any shortcomings in the previous review should be addressed.
- E. Professor Step 6
  - Requires extraordinary effectiveness and excellence in teaching and teaching-related tasks.
  - A body of teaching, lectures or course material that has impact at the national or international level.
- F. Professor Above Scale
  - Reserved only for the most highly accomplished faculty whose teaching has had a significant impact on education at the university and within the discipline.
- G. Above Scale Merits
  - Continued excellence of the highest order in all areas, preferably with evidence of new modes of practice. A 100% merit cannot have weakness in any area of review.

## **II. ACCELERATIONS**

- Accelerations within Assistant, Associate and Full Professor Scale
  - Primarily justified by Professional and/or Scholarly activity.
  - When receiving a significant teaching award.
  - When two or three areas of review are significantly above expectations.
  - Teaching multiple larger enrollment courses (150+)
- Accelerations to or through promotions (to Associate or Full or Above Scale)
  - Requires meeting the standard for promotion (to Associate, Full, or Above Scale), plus meeting the standard for an acceleration.
- Acceleration within Above Scale
  - Accelerations at this level occur only in rare and compelling cases and require not just excellent, but truly stellar achievement in all areas of review.

## **2. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM:)**

### **PROFESSIONAL AND/OR SCHOLARLY ACTIVITY**

Professional and scholarly/creative activity for faculty in the Teaching Professor series might include any of the activities that the department recognizes as research for faculty in the traditional professor series, as well as more applied work in music creation, performance, music production, music pedagogy, sound design, or software and technology development, etc. This work will be evaluated for its significance, originality, and impact, as well as its relevance to the department's curricular goals. In addition, the revamping or creation of new course curriculum and sequences should be listed under this section, rather than under Teaching Excellence. Listing innovative pedagogical activities as discrete contributions here "facilitates the appropriate recognition of such efforts and better aligns the review process with the duties of Teaching Professors" ("Where CAP Stood" 2021-22).

#### **I. REGULAR MERITS AND PROMOTIONS**

##### **A. Normal Merit Review**

- The quantity and scope of professional, creative, pedagogical and/or scholarly activity will follow the standards of the department areas (composition, performance, integrated studies, computer music).
- Considering the higher LSOE course load, the expected number of the above activities will be proportionally fewer than those expected for research faculty.

##### **B. Fourth Year Appraisal**

- Impactful professional and/or scholarly work which with other areas of evaluation will form the basis of Security of Employment .

##### **C. Assistant to Associate**

- Distinction in professional, creative, pedagogical, and/or scholarly activity. This work should have a measurable impact on the professional world in the form of reviews, citations, use in musical productions, or the equivalent.

##### **D. Associate to Full**

- A body of research, creative, pedagogical, or professional engagement that has achieved acclaim at the national or international level. This work should influence other music researchers, producers, educators or scholars in measurable ways.

##### **E. Professor Step 6**

- Involves an overall career review that expects extraordinary effectiveness and excellence in teaching and teaching-related tasks, and a body of sustained professional and/or research work earning continuing national or international recognition.

##### **F. Professor Above Scale**

- Involves an overall career review and is reserved only for the most highly accomplished faculty whose work has achieved sustained excellence, recognition and acclaim.

##### **G. Above Scale Merits**

- Continued excellence of the highest order in all areas, preferably with evidence of new modes of practice. Service at the university level is expected. A 100% merit cannot have weakness in any area of review.

## **II. ACCELERATIONS**

- Accelerations within Assistant, Associate and Full Professor Scale
  - Requires double the activity as defined in 2.I.1) Professional and/or Scholarly Activity, with no weakness in Teaching or Service.
- Accelerations to or through promotions (to Associate or Full or Above Scale)
  - Requires meeting the standard for promotion (to Associate, Full, or Above Scale), plus meeting the standard for an acceleration.
- Acceleration within Above Scale
  - Accelerations at this level occur only in rare and compelling cases and require not just excellent, but truly stellar achievement in all areas of review.

## **III. BOS**

BOS will be considered for these categories:

- 1) A faculty member has combined nearly double the amount of professional and/or scholarly activity with a full teaching and service load in which they perform well.
- 2) A faculty member has won a research, teaching, or service prize from the campus, the UC system or a major national or international organization.
- 3) A faculty member has completed a term of service as the director of an institute or a center: Program directors may be considered for a BOS upon completion of their term, if they demonstrated outstanding leadership in creating and/or advancing the relevant program. Standard progress benchmarks will have to be exceeded and outcomes will need to have surpassed the norm. Annual Evaluation Standards for IAH Directors are used as School models to define these metrics.
- 4) A faculty member has successfully completed a term of service as department chair.
- 5) A faculty member has successfully completed a term of service as a member of CAP or the CoC, has chaired a major academic senate committee (like UGC, GC, or similar), or served as an elected member of the Academic Senate Leadership.
- 6) A faculty member who has participated considerably in graduate education and has chaired or was a member of a large number of graduate committees.
- 7) A faculty member does not have the research for a normal merit or because they are at a barrier step, but teaching and service are excellent – No change with BOS.
- 8) A faculty member provided extraordinary contributions to EDI in service, teaching, and/or research.

### **3. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM: SERVICE**

- Good citizenship in meeting departmental, university, and professional responsibilities is expected at all levels.
- Service expectations increase as faculty move up the ranks.

#### **I. REGULAR MERITS AND PROMOTIONS**

- A. Normal Merit Review
  - University and professional service commensurate with rank.
- B. Fourth Year Appraisal
  - Assistant Teaching Professor faculty are expected to perform some service within the department (e.g. membership of one of the department committees).
- C. Assistant to Associate
  - Assistant Teaching Professor faculty are expected to perform some service within the department (e.g. membership of one of the department committees).
- D. Associate to Full
  - Promotion to Full Teaching Professor requires more impactful department service (e.g. chairing a departmental committee, serving on a search committee) and to engage in some campus service. Professional service is also expected at this level.
- E. Professor Step 6
  - Promotion to Step 6 requires continued impactful service at both departmental, campus and professional levels.
- F. Professor Above Scale
  - It is expected that Above Scale Teaching faculty would continue with a similar service commitment to the Full Teaching Professor faculty.
- G. Above Scale Merits
  - It is expected that Above Scale Teaching faculty would continue with a similar service commitment to the Full Teaching Professor faculty.

#### **II. ACCELERATIONS**

- Accelerations within Assistant, Associate and Full Professor Scale
  - Primarily justified by Professional and/or Scholarly area activity.
  - When two or three areas of review are significantly above expectations.
- Accelerations to or through promotions (to Associate or Full or Above Scale)
  - Requires meeting the standard for promotion (to Associate, Full, or Above Scale), plus meeting the standard for an acceleration.
- Acceleration within Above Scale
  - Accelerations at this level occur only in rare and compelling cases and require not just excellent, but truly stellar achievement in all areas of review.

## **4. NARRATIVE PRESENTATION OF STANDARDS FOR ADVANCEMENT**

The Music Department has faculty composed of regular and Teaching Professors engaged in scholarship, artistic research (both practice-based and practice-led), and, in some cases, both to varying degrees combinations. The department offers PhDs in Composition, Integrative Studies and Computer Music, and a DMA degree in Contemporary Music Performance. Although most of our current faculty are associated clearly with one of these four programs, we increasingly have faculty members whose research, teaching, and disciplinary knowledge exists across or between these areas. We continue, however, to locate individual faculty members in one of the four “series” recognized by the School of Arts and Humanities—(I) Scholar Series; (II) Artist Series; (III) Scholar/Artist Series; (IV) Teaching Professor Series—and follow the general criteria for advancement and promotion articulated by the School.

### **Common Expectations**

We have shared expectations in Teaching and Service for all Music Department faculty. Research criteria are area-specific and outlined separately.

**Teaching:** All faculty are expected to teach in accordance with the department’s stated course load policy (attached) and to be able to demonstrate their effectiveness in teaching these classes. This can be done in a variety of ways (Teaching and Mentoring Portfolio, syllabi, course materials, independent observations etc), but as per the PPM there should be at least two forms of documentation of teaching effectiveness provided.

**Service:** Service expectations increase as faculty move up the ranks. Assistant Teaching Professor faculty are expected to perform some service within the department; faculty in the Associate ranks are expected to perform more impactful department service and to engage in some campus service; while faculty in the Teaching Professor ranks should demonstrate impactful service at both departmental and campus levels. It is expected that Above Scale faculty would continue with a similar service commitment to Teaching Professor rank faculty.

**Diversity:** We recognize that contributions to Equity, Diversity and Inclusion come in a wide variety of forms. We expect faculty to itemize specific contributions in the relevant place in their BioBib, but also encourage them to articulate in their personal statement the diversity impacts of their work in service, teaching and research. It is expected that faculty will address diversity in their personal statements.