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Music Department Criteria for Promotion and Advancement

The Music Department has a faculty comprised of regular and teaching professors (LSOE) engaged in scholarship, artistic research (both practice-based and practice-led), and, in some cases, both to varying degrees combinations. The department offers PhD's 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 Division of Arts and Humanities— (I) Scholar Series; (II) Artist Series; (III) Scholar/Artist Series; (IV) LSOE Series—and follow the general criteria for advancement and promotion articulated by the Division.

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 (CAPEs, 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. Junior 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 Professor series 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 Professor series 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.

Teaching Professor/LSOE Series (For all areas):

Faculty in the LSOE series, including LPSOE and SLSOE, have a primary responsibility to teaching and teaching-related tasks and a secondary responsibility to professional and/or scholarly achievement, including creative activity. Faculty in this series regularly carry a heavier teaching load than faculty in the professorial series, usually at least 6 classes per year, or a combined equivalent of classes and teaching-related activity for the department.

Candidates for appointment, reappointment, merit increase, or promotion in this series are evaluated according to the following three criteria, with teaching excellence weighted more heavily than the other two: (1) teaching excellence; (2) professional and/or scholarly activity, including creative activity; (3) university and public service.

In addition to the standard campus methods of evaluating teaching excellence, further examples in this category may include course and program development, educational initiatives on campus, and/or facilities design which have a positive impact on the department's undergraduate and/or graduate programs.

Professional and scholarly/creative activity for faculty in the LSOE series might include any of the activities that the department recognizes as research for faculty in the professor series, as well as more applied work in music creation/performance/production, music pedagogy, sound design, or software and technology development, for instance. University service expectations are the same for faculty in the professorial and LSOE series, and public service might include organization of music or music research related events, including concerts, conferences, etc.

Promotion to LSOE from LPSOE requires teaching excellence and distinction in service and professional activity. Significant emphasis is placed on teaching excellence, however, the scholarly and/or creative work of candidates should also have measurable impact on the professional world in the form of reviews, citations, use in musical productions, or the equivalent.

Promotion to SLSOE requires a continuing record of excellence in teaching and university service, and a body of research or professional engagement that has achieved acclaim at the national or international level. The candidate's professional and/or scholarly/creative activity should have influenced other music researchers or music producers in measurable ways.

Advancement to SLSOE Step VI 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.

Advancement to an Above-Scale Rank involves an overall career review and is reserved only for the most highly accomplished faculty whose teaching has had a significant impact on education at the university and within the discipline, whose work has achieved sustained excellence, recognition and acclaim, and whose service is highly meritorious.

ADDENDUM:

Music Department Course Load Policy

- The expected teaching load is 4 courses for regular rank faculty, and 6 courses for faculty in the teaching professor series.
- 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 large enrollment courses (150+ students)
intensive curricular development or programmatic administration/oversight (especially for faculty in the teaching professor series)
- A reduction will involve no more than one course relief. 3 courses per year is considered a minimum teaching load for regular rank faculty, 5 courses per year for teaching professors.
- Regular rank faculty must teach at least two undergraduate courses each year, and preferably three.
- The Department strongly encourages that each faculty member teach a large enrollment undergraduate course (35+ students) for non-majors on a regular or semi-regular basis as a service to the Department and to the campus community.
- All teaching—both classroom-based and individualized—that exceeds these expectations will be conveyed to CAP as guidance in evaluating overload teaching situations for advancements and promotions.
- The teaching plan will be reviewed by the department Executive Committee and, after their approval, will be made public to the faculty.

Department policies and other definitions:

- Chair = 2 course relief
- Associate Chair = 1 course relief
- Faculty members on full sabbatical will not be listed in the course schedule, per university regulations, and, therefore, will receive no teaching credit. It is the faculty member's responsibility to arrange for her/his students to enroll with colleagues, as necessary.
- COWL - Change of Work Location will only be supported when the full course load is covered in the two remaining quarters. COWL will not result in a net-reduction of course assignments since no sabbatical credits are being used. All requests for COWL must include a compelling argument for, and documentation of, research relocation needs and all requests must be approved by the Dean of Arts & Humanities.
- Zero teaching quarters are possible as long as a faculty member meets or exceeds the expected teaching load in the remaining two quarters of an academic year. Faculty on zero teaching quarters must fulfill all other departmental and university responsibilities, including committee service, individual instruction and attending department meetings.