

Department of Music Tenure and Rank Advancement Criteria

Candidates for tenure and rank advancement in Utah Valley University's Department of Music are assessed in three broad areas: teaching, scholarship and creative work, and service. Faculty members must make appropriate contributions in all three areas throughout their careers. Because UVU is a regional teaching university, evidence of good teaching is vitally important in tenure and rank advancement evaluations. Indeed, teaching spills over into the other areas: UVU encourages faculty to choose scholarship and creative work that will enhance teaching or meaningfully involve students in engaged learning, and much faculty service incorporates teaching. Many musical activities, especially performing, tend to blend these areas together. UVU policy requires that tenure and rank-advancement candidates produce a faculty portfolio providing evidence of accomplishment in teaching, scholarship and creative work, and service for mid-term (third-year) and tenure (sixth-year) reviews.

Candidates are responsible for their own progress toward tenure and should familiarize themselves with UVU tenure policy and departmental tenure criteria soon after hire, especially because the first steps must be accomplished during the first semester of employment. UVU Policy 637 details university requirements for tenure (<http://uvu.edu/policies/officialpolicy/policies/show/policyid/185>), and Policy 632 addresses rank advancement (<http://www.uvu.edu/policies/officialpolicy/policies/show/policyid/26>). Music Department tenure and rank advancement criteria complement university policy. In the event of a conflict between the criteria listed here and those enumerated in university policy, the university policy supersedes the provisions of this document.

Teaching

The first priority for UVU faculty is excellence in teaching. Faculty are expected to become effective teachers and to master the knowledge relevant to course content. Courses must be well-organized, up-to-date, demanding, and engaging. What matters most is how well students learn and how they benefit from having taken the class; impressive student outcomes are the best indicators of good teaching. Evidence of excellent teaching is presented in the faculty portfolio, and must include activities in the following categories:

- student outcomes revealed by final exam results, jury results, student projects and accomplishments
- student feedback, including Student Ratings of Instructor (SRIs)
- peer review, internal and/or external
- materials distributed to students (syllabi, handouts, exams, assignments, guidelines for projects and performances, that give evidence of excellence)
- explanations of the implementation of effective teaching techniques, including effective use of technology and engaged learning

Faculty rarely begin their teaching careers with adequate pedagogical expertise, so most portfolios should include evidence of professional development that aims to improve teaching. All faculty should be engaged in and document a continuing cycle of assessing teaching performance, finding ways to overcome deficiencies revealed by the assessment, implementing change, and assessing the results of the change. Many candidates also enhance their teaching by participating in professional conferences aimed at improving content-area mastery or teaching.

Scholarship and Creative Work

Because faculty are specialists, and other specialists from the same field are best able to judge their accomplishments, universities rely on professionals from the faculty's field of expertise to assess scholarship and creative work. This is known as peer review. In many fields, the standard mechanism

of peer review is the juried publication: a scholar writes an article on her research and sends it to a professional journal; the editors send it to a panel of experts for review; if the article meets the standards of the field, the panel recommends acceptance, and the published paper is seen as evidence of scholarly accomplishment. A similar process selects presentations to be offered at professional conferences.

In any field, a generally perceived hierarchy of prestige exists. For example, reading a paper at a national meeting impresses more than reading a paper at a meeting for a local chapter; some journals are more highly respected or selective than others; the judgment of specialists has more weight than that of people, however intelligent, outside the field. Faculty should keep this hierarchy in mind as they plan their scholarship and creative work, for it will guide tenure and rank advancement committees' judgments about the quality of a candidate's work.

Musicians are so highly specialized that it is often useful for a candidate's portfolio to explain to faculty in other fields how to understand their accomplishments in the context of their specialty. For example, a musicologist, let alone a physics professor, is unlikely to know which harp competition is the most prestigious. Or, one may explain that peer review exists where it is not immediately obvious: a CD on a nationally recognized label has gone through a process of selection comparable to that for an article in a professional journal; an invitation to perform, lecture, or give a masterclass at a prestigious conservatory reflects the judgment of eminent professionals.

Many musical accomplishments do not automatically incorporate peer review. In such cases, the candidate should either arrange to have peer review solicited or find some other way of establishing appropriate credibility. Here, too, different kinds of responses count differently: personal congratulatory e-mails or notes—especially when the writer is not a credentialed specialist in a relevant field—usually have no effect on a tenure or rank advancement case. Even from a qualified specialist, letters addressed to the candidate are open to questions about objectivity. But reviews or assessments written by experts and addressed to the department or RTP committee chair offer acceptable instances of peer review, especially if the letters are solicited by the chair rather than the candidate. Therefore, when a candidate becomes aware that a reputable professional will attend a performance, the candidate might recommend that the department or RTP committee chair request a letter.

Evidence of scholarship and creative work in the faculty portfolio must include activities in at least one of the following categories:

- publications (books, articles, reviews, compositions, arrangements), published recordings
- performances, masterclasses, presentations, lectures, premieres
- awards, honors, competition results
- contracted services for professional groups (such as the Utah Symphony)
- media broadcasts of recordings or performances

Service

Faculty members contribute to the department, school, university, profession, and community through service and outreach. Evidence of service and outreach in the faculty portfolio must include activities in at least one of the following categories:

- participation on department, school, and university committees
- organization of and participation in university events
- service in professional organizations
- adjudication at festivals and competitions
- presentations to charitable or public school groups
- student engagement activities within the community

Advancement to Professor Criteria

The Department adheres to the university policy governing rank advancement to Professor as stipulated in UVU Policy 632 *Assignment and Advancement in Academic Rank* under section IV Procedures D.3 *Minimum Qualifications for Rank Advancement* as it pertains to the rank of Professor. As stated there, "The rank of Professor is reserved for individuals who are judged to be exemplary. Such individuals shall have achieved distinction clearly above that of Associate Professor." The rank of Professor shall be earned by those consistently demonstrating exemplary performance in teaching and one other area, either scholarly and creative works or service, and strong performance in the remaining category. Candidates for advancement to the rank of Professor must produce a faculty portfolio providing evidence of the following minimum standards:

- Terminal degree or equivalent as determined at the time of hire. Terminal degrees offered by educational institutions in the United States and many foreign institutions in music are the Doctor of Philosophy (Ph.D.) and the Doctor of Musical Arts (DMA). Some foreign institutions offer equivalent terminal degrees by different names. The RTP committee will evaluate the equivalence of degrees from foreign institutions.
- The quality of teaching must be maintained at the level of effectiveness and rigor required for awarding of tenure.
- The quality of scholarship must be maintained at the level of effectiveness and rigor required for awarding of tenure.
- Senior faculty are often sought for administrative assignments and major service assignments—such as service as Department Chair, Dean, or other significant administrative appointment, and membership on school and university committees. The quality and length of such service will be given substantial consideration in evaluations for advancement to the rank of Professor.

Advancement in Non-Tenure positions

Senior Lecturer

- Seven years of university full-time equivalent teaching are required.
- Ongoing excellence in teaching as documented by a minimum of one annual peer evaluation, and an annual in-class evaluation by the Department Chair.
- Although scholarly activity and university service are not required for advancement, such activities may be considered as positive evidence to support advancement.

Senior Appointment in Residence

- Seven years of university-level experience are required.
- A substantial professional record including major (international or national) peer reviewed works as appropriate to the discipline are required.
- Ongoing excellence in teaching as documented by a minimum of one annual peer evaluation, and an annual in-class evaluation by the Department Chair.
- Although university service may not be required for advancement, service activities may be considered as positive evidence to support advancement.
- This position may be awarded at time of hire based on central administration determination that the candidate's credentials meet standards as set forth in UVU Policy 632.

Senior Visiting Faculty/Scholar

- Seven years of university-level experience are required.
- Terminal degree or equivalent, as defined above.
- A substantial professional record including major (international or national) peer reviewed works as appropriate to the discipline are required.
- This position may be awarded at time of hire based on central administration determination that the candidate's credentials meet standards as set forth in UVU Policy 632.

updated April 5, 2012