



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI®

SCHOOL OF MUSIC

POLICIES AND PROCEDURES

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Director

9/1/2026

Date

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9/1/2026

Date

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9/1/26

Date

SCHOOL OF MUSIC POLICIES & PROCEDURES

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MISSION, VISION, AND VALUES

The School of Music at The University of Southern Mississippi fosters a vibrant environment where inspired teaching, creative excellence, and engaged learning empower aspiring musicians to thrive in the 21st century. Building on a tradition of national and international impact, we offer comprehensive degree programs guided by a distinguished faculty committed to mentoring students through world-class performance, scholarship, and artistry.

PART I: ORGANIZATIONAL STRUCTURE

A. School Personnel

1. Faculty

See Faculty Handbook §2.1 and §3 for University and IHL language regarding Faculty roles and responsibilities.

2. Director

The Director is the administrative head of the school. The authority of the Director derives from responsibility delegated by the President of the University through the Provost and the Dean. The Director provides leadership in matters relating to program development, personnel, Faculty workload, annual review, resource management, support services, public relations, budgeting, and external funding. The initiation of proposals for and evaluations of all school policies and actions are the responsibility of the Director, in collaboration with the Executive Committee, including budget transparency and planning. The Director is responsible for all of the school's administrative representation at the University level. The Director will engage in and oversee external funding efforts in collaboration with appropriate college and/or institutional development officers.

Although the Director may delegate duties to various administrative and Faculty associates or to school committees and/or its divisions, and while expected to consider the advice and recommendations of Faculty in making decisions, the Director has the ultimate authority and responsibility for the actions of the school, except where explicitly stated otherwise in University regulations. The Director reports to the Dean of Arts and Sciences.

3. Associate Directors

a. Associate Director for Academic Affairs and Administration

The Associate Director for Academic Affairs and Administration may act as signature authority, in the absence of the Director, on documents pertaining to the budget, academic

administration, and resource management. The Associate Director for Academic Affairs and Administration reports to the Director. Primary duties include:

- 1) Develop and maintain the schedule of courses
- 2) Manage the PAF, PDS, and PTH forms and processes
- 3) Manage Cornerstone job postings
- 4) Analyze administration and operations within the School of Music to enhance organizational effectiveness
- 5) Manage non-performance spaces
- 6) Oversee teaching space needs, including technology and instructional needs
- 7) Coordinate office staffing including delineation of responsibilities and assignments
- 8) Serve as primary liaison between faculty members and the School of Music office on items related to academic concerns.

b. Associate Director for Student Affairs and Operations

The Associate Director for Student Affairs and Operations may act as signature authority, in the absence of the Director, on documents pertaining to the budget, academic administration, and resource management. The Associate Director for Student Affairs and Operations reports to the Director. Primary duties include:

- 1) Oversee recital class and recital credit
- 2) Oversee program collection and ASCAP/BMI reporting
- 3) Manage and oversee the event reservation process and system
- 4) Manage and oversee all performance events on campus, including event managers and facilities needs
- 5) piano needs
- 6) Monitor equipment needs in performance spaces managed by the School of Music, including Intermezzo at Woods Gallery and Marsh Auditorium
- 7) Serve as primary point of contact for all performance space needs
- 8) Oversee livestreaming needs for all performances
- 9) Serve as liaison for event/performance calendaring with School of Music PR/Marketing Coordinator

4. Assistant Director(s) (if applicable)

N/A

5. Program Coordinator(s) (if applicable)

a. Graduate Coordinator

The Graduate Coordinator serves as the liaison between graduate students, graduate Faculty, and the Graduate School. The Graduate Coordinator handles all logistics for the graduate student diagnostic, qualifying, and comprehensive exams. The Graduate Coordinator also assists with the initial advisement of new graduate students and helps to maintain necessary forms and graduate paperwork required throughout the student's degree progress. The Graduate Coordinator reports to the Director.

b. Program Coordinators

There are program coordinators in place for all degree and certificate programs in the School. See the Program Coordinator policy in [PolicyStat](#).

6. Professional or Specialized Staff

a. Assistant to the Director

b. Finance and Administration Specialist

c. Academic Advisement Coordinator

d. Administrative Specialist – Operations and Outreach Coordinator

e. Administrative Specialist – Scholarship and Ensemble Finance Coordinator

f. PR/Marketing and Event Manager

g. Piano Technician

h. 2x Staff Accompanist

i. *All staff positions ultimately report to the School Director*

B. Organizational Structure of the School

1. Administration

- a. Administrative responsibility is shared by the Director, Associate Directors, Director of Bands, Director of Choral Activities, Director of Orchestral Activities, and Director of Jazz Studies.
- b. The Director determines the administrative officers' duties and responsibilities, which are consistent with the school's policies and procedures, shared governance guidelines, and the rights and obligations of the Faculty.

2. Divisions

- a. There are seven Divisions of the School of Music Faculty:
 - 1) Brass and Percussion
 - 2) Ensemble
 - 3) Music Education
 - 4) Strings

- 5) Theory and History
- 6) Voice and Piano
- 7) Woodwinds
- b. Each division is charged with oversight and implementation of its curricular standards, content, and delivery of its academic degree programs. Division members are also responsible for participating in the design and implementation of recruitment and marketing strategies for its academic degree programs. When division votes are tallied across the school, Faculty can only vote once and only within their division.
- c. Division Chair: Division Chairs are charged with scheduling meeting times and dates. Division Chairs shall also serve on the Executive Committee, must represent and pursue feedback from its division, and must vote according to the majority-rule decisions of its division. The term is annual.
- d. Areas: There exist various other agencies in the school, such as academic programs and areas within divisions, specialized administrative offices, professional organizations, and/or guest organizations, which are either not part of the formal organization of the school or formal units organized at the school level. Areas: as needed to address local-level concerns. Examples include juries, graduate advisory committee membership, recruitment, departmental recital class, admission auditions, and sophomore proficiency exams.
- e. Division Procedures:
 - 1) Each division will elect its Chair during or before each first week of the fall semester. The Chair determines all required monthly meetings dates and times. Additional meetings are called as needed.
 - 2) Division Chairs will be expected to present their divisions' concerns, feedback, and votes to Executive Committee meetings.
 - 3) Quorum: simple majority.
 - 4) Voting: majority-rule.
 - 5) The Chair documents, maintains, and emails to the Director all attendance records and minutes.

3. All-Faculty Meetings

- a. The Faculty shall hold no fewer than two regular general meetings each Fall and each Spring semester. The Director shall determine the time, place, and the date of meetings. Divisions may request additional meeting times as needed.
- b. The Director shall serve as Chair and presiding officer. In the absence or incapacity of the Director or at the request of the Director, either of the Associate Directors or any member of the Executive Committee designated by the Director shall preside.
- c. The Director shall prepare the meeting agendas in consultation with members of the Executive Committee, the Administrative Council, and/or other appropriate Faculty, and shall distribute the agenda at least three days in advance. In the absence of such distribution, issues in question may be discussed but cannot be brought to the Faculty for action.

- d. A quorum shall consist of simple majority vote by the Faculty. Absentee or proxy voting may be accepted unless prohibited by Faculty mandate or University regulations. Confidential voting may not be done by proxy.
- e. Special meetings may be called at the discretion of the Director.
- f. Faculty and standing committee meetings shall follow Robert's Rules of Order.
- g. The Assistant to the Director in the School of Music Office documents and maintains all attendance records and minutes. All minutes must be archived and maintained by the School of Music office.

4. Initiation of and/or Changes in Academic Requirements and/or Policies

- a. By definition, a policy is a course or principle of action adopted or proposed by a recognized entity. The entity, in our case, the School of Music, should be given the opportunity as a whole to consider and participate in the deliberation and adoption of changes in academic requirements and/or policies. Academic policy changes and decisions that affect the entire School should (1) be introduced to the appropriate school committee, (2) discussed by that committee, (3) recorded in the committee meeting minutes, and (4) presented to the entire school faculty for their collective consideration. (5) The faculty must then be given the opportunity to provide feedback/input on the proposed policies through their divisional representatives on the committee from which the proposal originated.
- b. The initiating committee must, once again, (6) discuss the policy at a meeting after the faculty has had the opportunity to provide that feedback/input and (7) vote on the adoption of that policy. (8) The final committee vote must be recorded in the committee meeting minutes, and (9) submitted to the designated person in the School of Music Office, with a copy of those minutes being distributed to the entire School of Music faculty. (10) The policy change/decision must then be presented and then, if warranted, through proper college and university committees for subsequent discussion, vote, and adoption. Such college and university committees are the College Curriculum Committee, the Professional Education Council, the Undergraduate Council, and/or the Graduate Council. (11) The policy change will not go into effect until it appears in either the undergraduate or graduate bulletin.

C. School Standing Committees

REQUIRED SCHOOL STANDING COMMITTEES

1. Leadership Team (Administrative Team)

- a. Membership
 - 1) Director
 - 2) Associate Directors
 - 3) Assistant to the Director
 - 4) Graduate Coordinator
 - 5) Other Professional Staff as Needed and as determined by the Director

b. Procedures

- 1) The Director shall determine all meeting times and dates.

2. Curriculum Committee

a. Charge

- 1) Consider new degrees, courses, and curriculum proposals in relation to school mission and objectives. Oversee course additions, deletions, modifications and description changes sent before the College Council, Professional Education Council, Undergraduate Council, and Graduate Council. Recommend addition/deletion of undergraduate and graduate degrees/programs to the executive committee.
- 2) Maintain accuracy and consistency of Undergraduate and Graduate Bulletin information, in print and online.
- 3) Adjudicate academic student issues and appeals.
- 4) Address issues of academic standards, policies, and procedures.
- 5) Form ad hoc subcommittees as needed to address immediate curricular issues.
- 6) Maintain coordination of course rotations and offerings.
- 7) Communicate with and engage standing committees and Faculty in all decision-making processes.

b. Membership:

- 1) The Curriculum Committee shall be composed of all Program Coordinators.
- 2) The chair shall be elected by the Curriculum Committee from the body of Program Coordinators. The term of the chair is one year.

c. Procedures:

- 1) Meetings: The Director or Committee Chair shall determine all times and dates of the monthly meetings, such that curriculum changes can be submitted prior to College Council deadlines. The Chair shall email each meeting's agenda to the committee at least three days in advance of each meeting. The Assistant to the Director in the School of Music documents and maintains all attendance records and minutes. All minutes must be archived and maintained by the School of Music office.
- 2) Curricular changes can be proposed by any member of the faculty through the appropriate Program Coordinator.
- 3) The Curriculum Committee will deliberate proposed curricular modifications and, through vote of a simple majority, decide whether or not to bring a curricular proposal to the full faculty for discussion and vote.
- 4) Quorum: simple majority.
- 5) Reports from the Curriculum Committee will be sent to the full faculty after each meeting.
- 6) Gallery Privileges: Gallery and speaking privileges may be requested by any member of the Faculty. Faculty members must submit a request to be put on the agenda in advance of the next regularly scheduled meeting. The committee can, either by majority vote of the members present and voting or at the discretion of the presiding

officer, go into executive session at any meeting. Only committee members may be present when in executive session.

3. Faculty Evaluation Committee (when adopted)

See Faculty Handbook §1.10.2 for institutional *language* regarding the composition and function of the Faculty Evaluation Committee.

OPTIONAL OR SCHOOL-DEFINED STANDING COMMITTEES

4. Policies and Procedures Committee

a. Charge

- 1) Advise the Director and the School of Music Executive Committee concerning suggested changes to the Policies and Procedures document. Some of these revisions will simply clarify existing policies and procedures. When substantive changes are contemplated, these changes will be subject to the judgment of the Director and the Executive Committee and be voted on by the entire School of Music Faculty.
- 2) Annually review and maintain the accuracy of the content of this document. It is a living document that is constantly being reviewed and amended as needed. Any member of the Faculty also can propose changes to the document through their representative on the Policies and Procedures Committee. Changes must be approved by SoM faculty by April 1 of each year in order to go into effect beginning the following July 1.

b. Membership: Members will be selected at the discretion of the Director but must be approved by the Executive Committee. The committee should reflect membership from all divisions whenever possible. Members will serve two-year terms, with the terms staggered in order to ensure continuity in committee membership.

c. Procedures:

- 1) Meetings: The Chair of the committee shall determine all meeting times and dates, meeting monthly. The Chair shall email each meeting's agenda to the committee at least one week in advance of each meeting. The Assistant to the Director documents and maintains all attendance records and minutes. All minutes must be archived and maintained by the School of Music office.
- 2) Gallery Privileges: Gallery and speaking privileges may be requested by any member of the Faculty. Faculty members must submit a request to be put on the agenda in advance of the next regularly scheduled meeting. The committee can, either by majority vote of the members present and voting or at the discretion of the presiding officer, go into executive session at any meeting. Only committee members may be present when in executive session.
- 3) Quorum: simple majority.
- 4) Voting: majority-rule.

5. Graduate Committee

a. Charge

- 1) Adjudicate graduate applications for admission.
- 2) Make recommendations to Executive Committee.

a. Membership: Graduate Coordinator (Chair), Director and Associate Director for Academic Affairs and Administration (ex officio), a singular representative elected from each division except from the Voice and Piano division, which will have representatives from both areas. If a division (or area) is represented through the position of Undergraduate Coordinator and/or Graduate Coordinator, that person would serve as their division's representative. Exceptions to membership criteria must be approved by a majority vote of the executive committee. The term is two years.

b. Procedures:

- 1) Meetings: the Graduate Coordinator shall determine all meeting times and dates as needed, minimum twice a semester. The Chair shall email each meeting's agenda to the committee at least three days in advance of each meeting. The Assistant to the Director in the School of Music documents and maintains all attendance records and minutes. All minutes must be archived and maintained by the School of Music office.
- 2) The Graduate Coordinator first notifies the major professor/area of candidates for application in their areas.
- 3) The major professor/area bases their recommendation on a comprehensive review of the entire application (GPA, GRE scores, recommendation letters, writing sample, transcripts, and audition). This recommendation is made based on established criteria for acceptance as defined by the area and the school. It is acknowledged that there will be some variation across areas in how they administer the initial, comprehensive review.
- 4) The committee will either vote to endorse a positive recommendation for admission from major professor/area, or provide rationales for non-admission for students not recommended by major professor/area or not endorsed by the graduate admissions committee, or take deliberative action on and recommend conditional admission.
- 5) Recommendations for admission, non-admission or conditional admission will be determined by a majority vote of the graduate admissions committee and forwarded to the Graduate School. The Graduate School informs the applicant.
- 6) The Chair notifies professors of their prospect's status: general, conditional admission, or denial.
- 7) Beyond admissions duties, work with Graduate Coordinator on graduate policies, procedures, and other graduate issues and needs as they arise.
- 8) Quorum: Simple majority.
- 9) Gallery Privileges: Gallery and speaking privileges may be requested by any member of the Faculty. Faculty members must submit a request to be put on the agenda in advance of the next regularly scheduled meeting. The committee can, either by majority vote of the members present and voting or at the discretion of the presiding officer, go into executive session at any meeting. Only committee members may be present when in executive session.

6. Scholarship or Award Committees

N/A

7. Other (describe purpose and structure)

a. Executive Committee

1) Charge

- i. Serve as the main deliberative body to advise the Director about School of Music various policies, guidelines, and procedures, and their implementation.
- ii. Consider discussion initiated by other committees and advise the Faculty about subjects reserved for Faculty action and make recommendations to the Director, the Faculty, and other school committees.
- iii. Discuss strategic and long-term planning for the School of Music.
- iv. Serve as a conduit of communication between Faculty members and the Director about ideas, questions, concerns, and suggestions.

2) Membership: Director, Associate Directors (ex-officio), Chair of the Policies and Procedures Committee (ex-officio), and Division Chairs. The Director is the Chair as well as voting member. The term for all members is annual. If absent, a member can appoint anyone from their division to serve as a proxy for a meeting. In the Director's absence, the Director may appoint any committee member to serve as presiding officer.

3) Procedures

- i. The Director shall determine all meeting times and dates. The Executive Committee shall meet at least twice each fall and spring semester.
- ii. The Director can call special meetings of the Executive Committee. The Director shall call a special meeting of the Executive committee upon a written petition of a majority of the voting members of the executive committee or any ten (10) members of the Faculty. The Director shall email each meeting's agenda to the committee at least three days in advance of the meeting. The Assistant to the Director documents and maintains all attendance records and minutes. All minutes must be archived and maintained by the School of Music office.
- iii. Quorum: simple majority.
- iv. Voting: majority-rule.

4) Gallery Privileges: Gallery and speaking privileges may be requested by any member of the Faculty. Faculty members must submit a request to be put on the agenda in advance of the next regularly scheduled meeting. The committee can, either by majority vote of the members present and voting or at the discretion of the presiding officer, go into executive session at any meeting. Only committee members may be present when in executive session.

b. Administrative Council

1) Charge

- a) To work with the Director in school administrative matters, including budget, personnel, events, calendar, operations and facilities issues, recruitment, fundraising, public relations, and marketing.
 - b) To task ad hoc committees as needed to address certain issues in the school, including recruitment and retention.
- 2) Membership: Director, Associate Directors, Director of Bands, Director of Choral Activities, Director of Orchestral Activities, Director of Jazz Studies.
- 3) Procedures:
 - a) Meetings: the Director shall determine all meeting times and dates, and they are biweekly. The Director shall email each meeting's agenda to the committee at least three days in advance of the meeting. All attendance records and minutes must be maintained by the Director.
 - b) Gallery Privileges: Gallery and speaking privileges may be requested by any member of the Faculty. Faculty members must submit a request to be put on the agenda in advance of the next regularly scheduled meeting. The committee can, either by majority vote of the members present and voting or at the discretion of the presiding officer, go into executive session at any meeting. Only committee members may be present when in executive session.
 - c) Quorum: simple majority.
 - d) Voting: majority-rule.
- c. Outreach and Engagement Committee
 - 1) Charge
 - a) Coordinate all logistics for Audition Days.
 - b) Design and implement strategies to improve recruitment, including marketing, recruitment events, and trips.
 - c) Study school recruitment issues.
 - d) Respond to college and University level recruitment initiatives.
 - e) Mentor new Faculty in terms of recruitment strategies for their studios, ensembles, and programs.
 - f) Make recommendations to Executive Committee.
 - 2) Membership: Director-appointed Chair, admissions coordinator, member of each major ensemble, one member of the music education division, the Associate Director for Student Affairs and Operations (ex-officio), and volunteer members from other divisions, at Director's discretion. The term is two years.
 - 3) Procedures
 - a) Meetings: The Chair shall determine all meeting times and dates, meeting monthly. The Chair shall email each meeting's agenda to the committee at least three days in advance of each meeting. The admissions coordinator documents, maintains, and emails to the Director all attendance records and minutes.
 - b) Quorum: simple majority.
 - c) Voting: majority-rule.
 - d) Gallery Privileges: Gallery and speaking privileges may be requested by any

member of the Faculty. Faculty members must submit a request to be put on the agenda in advance of the next regularly scheduled meeting. The committee can, either by majority vote of the members present and voting or at the discretion of the presiding officer, go into executive session at any meeting. Only committee members may be present when in executive session.

d. Student Success and Retention Committee

1) Charge

- a) Design and implement strategies to improve retention, persistence and time to graduation, and discount rate.
- b) Study and correct advising and scheduling issues.
- c) Design and implement strategies pertaining to students' physical and mental health.
- d) Respond to college- and University-level retention initiatives.
- e) Make recommendations to Executive Committee.

2) Membership: Director-appointed Chair, Associate Director for Student Services (ex-officio), and volunteer members, at Director's discretion. The term is two years. Two student members (one undergraduate and one graduate) will be elected by the School of Music student body. The term of the student members will be one year.

3) Procedures

- a) Meetings: the Chair shall determine all meeting times and dates, meeting monthly. The Chair shall email each meeting's agenda to the committee at least three days in advance of each meeting. The admissions coordinator documents, maintains, and emails to the Director all attendance records and minutes.
- b) Gallery Privileges: Gallery and speaking privileges may be requested by any member of the Faculty. Faculty members must submit a request to be put on the agenda in advance of the next regularly scheduled meeting. The committee can, either by majority vote of the members present and voting or at the discretion of the presiding officer, go into executive session at any meeting. Only committee members may be present when in executive session.

D. School Ad Hoc Committees

8. Promotion and Tenure Committee

See Faculty Handbook §1.10.2 for institutional language regarding the composition and function of School-level Promotion and Tenure Committees.

- a. Charge: review dossiers for consideration for tenure and/or promotion according to school and University guidelines.
- b. Membership: all tenured members of the school, depending on each tenure/promotion application. All tenured Faculty shall participate in the process of third-year review, promotion to associate professor, and tenure. Only Faculty at the rank of Professor shall participate in the process of promotion from Associate Professor to Professor. Committee membership is permanent until the Faculty member leaves the University.

c. Procedures

- 1) On or around April 1, the Director shall determine all candidates for promotion and / or tenure for the following academic year. The Director will be responsible for checking for errors in submission of materials in the faculty activity reporting platform and soliciting all necessary external evaluators as required for promotion.
- 2) At the first meeting during Faculty First Week, the Director shall announce the names of the candidates for promotion and/or tenure to the Promotion and Tenure Committee. The Promotion and Tenure Committee shall then elect a Chair. The Chair will lead the remainder of the meeting and all subsequent meetings of the committee. It is the responsibility of the Chair to ensure an accurate vote count on each candidate. The Faculty shall also elect subsidiary Chairs who will prepare the Faculty summary letter of recommendation for assigned candidates. The subsidiary Chair only prepares the letter.
- 3) Subsequent meetings: the committee will then meet to discuss each candidate's application. Committee members are responsible for reviewing each candidate's dossier and the guidelines prior to any discussion. The committee will have the opportunity to openly discuss the candidates. After the discussion, the Chair will move for a confidential vote recommending for or against promotion and/or tenure of the candidate. In such meetings a quorum shall consist of a simple majority of the tenured Faculty (or, in the case of votes for promotion to Professor, a simple majority of tenured Faculty at the rank of Professor). The vote count is to be in the summary letter. Each subsidiary Chair should write a letter that summarizes all sides of the discussion of the candidate and submit to the committee Chair. The committee Chair will then share this with the rest of the Committee for edits prior to submission the faculty activity reporting platform.
- 4) The committee Chair submits the summary letters of recommendation to the faculty activity reporting platform.
- 5) The Director then writes their own letter of recommendation and submits to the faculty activity reporting platform.
- 6) The Director and committee maintain the utmost confidentiality during this entire process.

9. Other

1. Search Committees

- 1) Charge: Execute a search and make recommendation(s) to Director. Access online search technology and policies, including those found on the Provost's website.
- 2) Membership: appointed by Director. The Director appoints the Chair. The term is the duration of the search.
- 3) Procedures
 - a) The Chair takes almost complete leadership responsibility during the search and ensures all details are covered.
 - b) All members understand and agree to, by signing, the Provost confidentiality

agreement.

- c) The committee helps the Director create the job description and job notice.
- d) The committee reviews and compiles the list of potential candidates. The committee calls references for, adjudicates on, and ranks qualified candidates.
- e) The committee conducts interviews and/or hold auditions with the final list of candidates. It then makes recommendations to the Director.
- f) Meetings: as needed.

2. Other Ad hoc Committees

- 1) Charge: determined and/or approved by the Director in consultation with the Executive Committee, Administrative Council, and/or other appropriate Faculty body.
- 2) Membership: appointed and/or approved by Director in consultation with Executive Committee, Administrative Council, or other appropriate Faculty body, or elected from divisions as prescribed by Director.
- 3) Meetings: as needed.

E. Representation on College- and University-level Bodies

The School follows policies identified on the [Committees and Councils](#) webpage to select representatives to the various College- and University-level committees. These representatives are elected from the body of eligible faculty.

F. Statement of Shared Governance Principles

See Faculty Handbook §1.8, §3.2, and §3.5 for institutional statements on shared governance.

We affirm the principles of shared governance, including transparency and accountability regarding school operations: the school exercises shared governance through the activities of its divisions, committees, and full Faculty membership.

The only leadership position that is assessed by the Faculty is the Director. This assessment comes in the form of a survey that is provided to the Faculty on an annual basis; however, all areas of Director evaluation are conducted by the Dean. Research, teaching, and service are to be evaluated using the unit's guidelines, but by the Dean. While there is a search committee formed to select a Director, the decision to hire lies with the Dean and Provost.

G. Processes for Amending and Reviewing this Document

The School Policies and Procedures Committee is charged with annual review, maintenance, and assurance of the accuracy of the content of this document. It is a living document that is constantly being reviewed and amended as needed. Any member of the Faculty also can propose changes to the document through their representative on the Policies and Procedures Committee. Changes must be approved by SoM faculty by April 1 of each year in order to go into effect beginning the following July 1. Review cycles should follow Provost/College timelines.

PART II: WORKLOAD POLICY

A. General Expectations for Faculty Workload

See Faculty Handbook §3.5.1 and §4.2 for institutional guidelines regarding workload expectations.

B. Three-credit Course Equivalents (if applicable)

1. 18 contact hours of applied faculty load is equivalent to three (3) three-hour lecture courses.
2. Each 1-hour applied lesson for a student enrolled in a music degree is the equivalent of 0.5 of a credit hour.
3. Each applied lesson for a student who is minoring in music or majoring in another field is the equivalent of $\frac{1}{4}$ of a credit hour.

C. School Standards for Allocating Workload

1. Academic: academic/classroom Faculty are required to teach the equivalent of eight (8) traditional 3-hour lecture courses each academic (fall/spring) year. Each 3-hour lecture course is the equivalent of 0.25 FTE workload. All tenured and tenure-track Faculty receive a 0.25 FTE workload credit for research/creative activity and service each fall and spring semester and will continue to receive this workload credit as long as their research/creative activity is at levels appropriate for their appointment. Lecture/methods/laboratory classes that are one, or two-hour credit classes are weighted based on weekly contact hours.
2. Applied Faculty: Applied faculty are required to teach primarily private, one-on-one, weekly applied music lessons, and their overall load should result in 18 contact hours. 18 contact hours of applied faculty load is equivalent to three (3) three-hour lecture courses. This allows for 0.25 in FTE workload credit for research/creative activity.
3. Ensemble Faculty: Music ensemble Directors have a combination of essential duties that are difficult to quantify in terms of breaking down a traditional Faculty workload, which include, but are not limited to (1) teaching/conducting/directing ensembles, (2) teaching classes in addition to the ensembles such as conducting, score reading and various literature classes, (3) creative activity/research, (4) service, (5) program and office administration, (6) scholarship award management, (7) budget oversight, (8) event planning and execution, (9) publicity/marketing/audience development, (10) program, calendar, and event planning, and (11) development. A logical breakdown of those duties in terms of a Faculty workload formula is 0.25 FTE for ensemble conducting, 0.25 FTE for teaching additional classes beyond the ensembles, 0.25 FTE for creative activity/research, and 0.25 FTE for administration/recruiting and all other related and essential activities. Additionally, the administrative duties connected with these jobs are continuous on a 12-month basis.
4. Other: The School of Music offers six types of courses, which are (1) lecture classes, (2) methods classes, (3) laboratory classes, (4) applied/private lessons, (5) studio classes/small ensembles, and (6) major performing ensembles. Most Faculty members do not have workloads that fall strictly into one of these categories. Therefore, quantifying workload credit for teaching can be challenging for courses with varying credit and/or contact hours and differing preparation/grading

requirements. The School of Music calculates workload according to the type of course and the time commitment involved in terms of contact and preparation hours.

D. Workload Modification or Reassigned Time

1. The School defines the workload of Faculty members in terms of teaching, research/creative activity, and service. Faculty workload is quantified in terms of FTE (full-time equivalent). All full-time Faculty are expected to carry a minimum of 1.0 FTE each semester. Due to the variety of courses offered, Faculty loads will vary from semester to semester with the expectation that an annual total of 2.0 FTE is required.
2. Taking the mission, values, and goals of the school into consideration, the Director may approve and make adjustments to each applied faculty member's workload responsibilities at the beginning of each calendar year. Optional additional meetings may be scheduled, for example, every semester. Adjustments may include the following, on a case-by-case basis:
 - a. Academic classes
 - b. Studio classes
 - c. Studio ensembles, chamber coaching, lecture recitals, or chamber recitals
 - d. Faculty ensembles
 - e. Active dissertation membership
 - f. Other classes, such as Reed Making, Orchestral Excerpts, etc.
3. Overload: If a Faculty member teaches an unpaid overload in one semester they should expect, when possible, to teach less than a full load in the subsequent semester. Conversely, if a Faculty member teaches less than a full load in one semester, they should expect, when possible, to teach an overload in the subsequent semester. While this will remain the intended policy, circumstances may, from time to time, prevent strict adherence to it.
4. Adjustments in Faculty loads will be made through the annual evaluation process. During each evaluation period, the Director will meet with each Faculty member to discuss possible changes and adjustments to their load. Such changes will take into consideration the school's mission, vision, and goals as well as how each Faculty member's assigned load impacts the program and their ability to advance their career and goals. Faculty members who are assigned additional administrative duties will be given an appropriate amount of release time for these tasks.
5. Administrative Team Workload Releases:
 - a. Associate Directors: 0.25
 - b. Graduate Coordinator: 0.125

E. Sabbaticals and Other Approved Leave

See Faculty Handbook §3.6.3.

PART III: ANNUAL EVALUATION GUIDELINES

See Faculty Handbook §4.4–§4.5 and the [Office of the Provost website](#) for annual evaluation guidelines and policies.

A. Shared Annual Evaluation Expectations (All Faculty Ranks)

1. General Expectations for Faculty Performance

a. Teaching

- 1) Criteria: The Faculty Evaluation Committee evaluates the quality, depth, and breadth of each activity and engagement in the categories below. Excluding course instruction, Faculty are not expected to engage in all areas, all the time. Faculty teaching responsibilities will be as specialized and diverse as the Faculty body itself. Faculty members should demonstrate cooperative interaction with students. The criteria are as follows:

- a) Course Instruction: This includes instructing assigned courses that reflect a full teaching load as defined by workload guidelines, the school's aspirations and needs, Faculty goals, and the Director. Workload allocations shall follow standards set by the University's Faculty Handbook and shall be defined by the school Director in consultation with the Faculty member, the Dean, and the Faculty Evaluation Committee. Course instruction also includes fulfilling class meeting times, regularly holding office hours, distributing syllabi, providing feedback, etc. This category excludes extracurricular courses taught on an elective basis.
- b) Curriculum Development: This includes Faculty engagement in curricular development in their areas of expertise. This may be the development of new courses or the redesign of existing courses, including updating instructional strategies/pedagogical practices, content, assessment processes and/or instruments, technology integration, and/or service learning. New courses and course redesigns should follow degree-based curricular aims, directly meet the needs of undergraduate and/or graduate students, and enhance student learning. Such curriculum development excludes courses taught on an elective basis and minor adjustments to syllabi.
- c) Refinement and Augmentation of Professional Skills and Knowledge: This includes augmenting, sharing, and/or disseminating professional and/or artistic expertise through a variety of teaching experiences and opportunities that are beyond the scope of assigned teaching loads and the academic calendar. Such opportunities are based on the expertise and artistic/professional reputation of each Faculty member and are recognized as a component of being a Faculty member. These opportunities can occur by invitation or by Faculty solicitation. Such teaching opportunities occur on- and off-campus and include, but are not limited to, the following: pre- and in-service workshops for teachers and teacher candidates; summertime workshops, camps, and applied lessons; clinics and masterclasses held at other institutions; and workshops and presentations.
- d) Graduate and/or Special Undergraduate Advisory Activity can include, but is not limited to

- i. Graduate Advisory Committee Chair
 - Act as primary source for advising and leadership of graduate student work in addition to a grader of recitals and defenses. One such expectation is that the Chair fully reviews the dissertation in advance of committee participation.
 - Create and grade area comprehensive exam.
 - ii. Graduate advisory committee member (including the Chair)
 - History/Theory Faculty members only: Create and provide primary evaluation for all history/theory diagnostic, qualifying, and comprehensive exams.
 - Grade and advise on dissertation and/or other required documents.
 - Grade defenses.
 - Grade degree recitals.
 - iii. Special undergraduate advisory activity includes the following (note: regular undergraduate advising falls under Service)
 - Directing an Honors Thesis.
 - Advising a McNair Scholar.
 - Advising an Undergraduate Symposium applicant.
 - Advising on a SPUR project (application, mentoring, and realization of research).
- e) Other Defensible Teaching Activities: This includes activities and efforts that do not fall into the above categories. With adequate explanation, this can include but is not limited to:
- i. Student achievement of note.
 - ii. Extracurricular teaching.
 - iii. Overload teaching.
 - iv. Maintenance of a teaching studio with a size that correlates to the school's aspirations and needs, the Faculty member's goals and workload allocation, and the Director's recommendation. The Director will clearly inform applied Faculty members of their studio size expectations every year, taking into consideration the ebb and flow of recruitment, retention, and graduation rates.

2) Evaluation:

- a) Meets expectations: The Faculty of the School of Music are expected to demonstrate engagement in the ways listed below:
 - i. The Faculty member instructed courses that concur with the school's mission, requirements, and goals, as well as the Faculty's workload allocation.
 - ii. The Faculty member fulfilled class meeting times, regularly holding office hours, distributing syllabi, providing feedback, etc.

- iii. The Faculty member received overall positive student evaluations, within the context of their sub-discipline in the field of music, and/or, when applicable, peer evaluation.
- iv. The Faculty member provided evidence of course breadth, teaching effectiveness, and guidance of student research or creative activity.
- b) Does not meet expectations: The Faculty member did not meet all the criteria for meeting annual expectations.
- c) Exceeds expectations: The Faculty of the School of Music are expected to demonstrate engagement in three or more ways listed below in addition to meeting all criteria for “meets expectations:”
 - i. The Faculty member showed innovative development, superior course breadth, major improvements, and successful learning outcomes consistent with school’s mission.
 - ii. The Faculty member received primarily positive student evaluations, within the context of their sub-discipline in the field of music and, when applicable, peer evaluation.
 - iii. The Faculty member demonstrated extraordinary effort in guiding student research/creative activity that resulted in positive student outcomes.
 - iv. The Faculty member received significant teaching achievement, including externally-reviewed, peer-reviewed, and/or adjudicated recognition of teaching activities.
 - v. The Faculty member’s student(s) showed extraordinary achievement(s).
 - vi. Attending a pedagogy and/or continuing education workshop that modifies an academic course's delivery, a shift in applied lesson pedagogy, etc.

b. Research/Creative Activity

Research/creative activity in the school shows highly diverse specializations and various career stages. Faculty are expected to demonstrate depth and breadth in their research/creative activity. Documentation shows the significance of their research activity to assist the Faculty Evaluation Committee in making an informed evaluation. Documentation helps show an activity’s prestige and/or visibility, the forum (local, regional, national, international), and the selection process (peer review, invitation, blind review, etc.) as well as any ongoing peer recognition either within or outside the school as a performer or scholar (such as repeated invitations to perform or present, evidence of publication, or distribution of compositions and/or arrangements). “International” events include those that solicit applications from an international pool (for a presentation, performance, etc.), even if the event is held within the U.S.

For all faculty, there is a caveat that expectations for creative and research activity assumes normal teaching and service loads. It is the faculty member’s responsibility to provide documentation of uneven loads that impact their creative and research agenda. This documentation should be sent to the Director for approval prior to being disseminated to the

Faculty Evaluation Committee. Faculty may request to have such noteworthy and exceptional creative activity that is outside of their disciplines (ex. an applied faculty member publishing a book or an academic faculty member performing at Carnegie Hall) be credited and may send documentation of this activity to the Director, who may support a partial release from activity within their discipline.

Given the diversity of the School, criteria for Meets/Does Not Meet/Exceeds expectations are outlined below for the areas of Applied, Ensemble, Music Education, and Music History/Music Theory.

c. Service

1) Criteria

a) Service to the School:

- i. Recruitment: Faculty are expected to recruit for all components of the school (studios, ensembles, divisions, etc.). Cross-disciplinary activities, recruitment, and retention indicators should reflect school initiatives rather than the goals of a single Faculty member. Recruitment activities specific to discipline are listed in III.B.
- ii. Advising and mentoring, e.g., Pre-enrollment advising of undergraduate students on their course schedules, Advising any student on overall degree progress, Mentoring a student through an application process (for a school or job), Advising student organizations, professional associations, honorary organizations, and other student organizations related to the discipline, Mentoring a junior Faculty colleague through promotion and tenure.
- iii. Committee Chair or member (see all committees above)
- iv. Coordinating educational and/or recruitment events and/or programs, e.g., Guest artist residencies, master classes, clinics, and/or “instrument day” (including any grant writing and/or management of on-site activities that helped realize such events), Audition Days, Orientation days, and/or other significant recruitment events, Alumni events, Other such events that are not included in the load of a Faculty member, Southern Miss Piano Ins., Suzuki program
- v. Uncompensated administrative and/or curricular services, e.g., Theory instruction coordination, Undergraduate theory placement exams/screening, Piano placement exams
- vi. School liaison, e.g., Library or Honors College

b) Service to the College:

- i. Serving as a Chair or member of a college committee
- ii. Coordinating free performances to the college that are beyond the scope of a Faculty member’s teaching responsibilities (note: such can be mentioned under creative activities or service but not both)

c) Service to the University:

- i. Serving as a member or Chair of a University committee
 - ii. Serving on NCATE, SACS, or other accreditation committees
 - iii. Serving as Presidential Scholar interviewer
 - iv. Coordinating free performances for the University that are beyond the scope of a Faculty member's teaching responsibilities
- d) Service to the Profession:
- i. Holding office, including board membership, in a local, state, regional, national, or international professional organization, such as NAFME, College Music Society, Jazz Educators Network, SMT, AMS, ACDDA, MBA, ABA, MMEA, LMEA, NATS, NASPAAM, PASIC, CMBR, etc.
 - ii. Serving on accrediting, licensure and governing boards for a discipline, such as NCATE, NASM, etc.
 - iii. Serving as visiting evaluator of the National Association of Schools of Music
 - iv. Organizing/hosting a conference or festival for a professional organization
 - v. Lending professional skill to agencies that advocate for a discipline, including school districts
 - vi. Performing external peer reviews of other institutions' applications for promotion and tenure
 - vii. Serving as adjudicator/juror in the discipline for activities at local, state, regional, and/or national levels without receiving payment
 - viii. Writing state standards for education, such as Mississippi Framework
 - ix. Consulting for the state Departments of Education
 - x. Undertaking Mississippi Arts Commission peer panel reviews
 - xi. Service as a clinician, guest conductor, consultant, or adjudicator on campus (depending on content and intended audience, on-campus performances may be considered here as service, research/creative activities, or teaching, but not more than one category)
 - xii. Editorship for an academic publishing company or academic journal
 - xiii. Offering peer review of manuscripts for academic journals
- e) Service to the Community:
- i. Free performance for a service at a place of worship
 - ii. Free performance at an assisted living facility or hospice center
 - iii. Free performance or presentation at an area school (excluding recruitment trips)

2) Evaluation

- a) Meets expectations: The Faculty of the School of Music are expected to demonstrate engagement in the ways listed below:
- i. The Faculty member participated in recruitment and retention initiatives.
 - ii. The Faculty member actively pursued and engaged in diverse service activities such as those items listed above (and those listed in the discipline-specific criteria outlined in III. B.)

- b) Does not meet expectations: The Faculty member showed little to no participation in recruitment and retention initiatives. The Faculty member did not pursue or had little active engagement in diverse service activities such as those items listed above (and those listed in the discipline-specific criteria outlined in III. B.)
- c) Exceeds expectations: The Faculty of the School of Music are expected to demonstrate engagement in two or more of the ways listed below in addition to meeting all criteria for “meets expectations:”
 - i. The Faculty member created an outreach program that clearly resulted in recruiting.
 - ii. The Faculty member peer-reviewed several manuscripts for academic journals.
 - iii. The Faculty member was editor-in-chief of a peer-review journal.
 - iv. The Faculty member served as Chair of a college or University committee.
 - v. The Faculty member led the organization of a major, significant professional conference.
 - vi. The Faculty member directed a University-sponsored research center or outreach program.
 - vii. The Faculty member chaired a committee or board that serves the state.

In the case of a major service contribution, such as Chair of Academic Senate, it is possible for only one of the above activities to be sufficient to exceed expectations, but it is the responsibility of the Faculty member to make the case for such in their submission.

2. Annual Evaluation Procedures and Timeline

As stated in Faculty Handbook §1.10.2, eligible faculty vote each academic year to determine whether annual evaluations will be conducted by the Director, a faculty committee, or a combination of both. See Faculty Handbook §4.4–§4.5 and the [Office of the Provost website](#) for annual evaluation guidelines as well as the submission process in the faculty activity reporting platform.

- a. A school must choose one of the following three options for its FEC. In situations where the school Director is untenured, the School must choose Option 3.
 - 1) Option 1: Authority for all personnel evaluations and recommendations, exclusive of recommendations for pre-tenure review, tenure, and promotion, is vested in the school Director.
 - 2) Option 2: A personnel committee consisting of the school Director and at least two tenured members of the Corps of Instruction employed by the school. The minimum three-member committee then elects its Chair. The Chair of the committee, after obtaining signed concurrence or dissent from each committee member, submits the signed evaluations and recommendations of the FEC to the College Dean.

- 3) Option 3: An FEC consisting of at least three tenured members of the Corps of Instruction employed by the School, exclusive of the school Director. The minimum three-member committee then elects its Chair. The Chair of the committee, after obtaining signed concurrence or dissent from each committee member, submits the committee's evaluations and recommendations to the school Director. If the Director dissents from any of the FEC's evaluations, they may submit their own evaluation to supplement the FEC's evaluation.
- b. The annual reports should include a summary of professional activities in the areas of teaching, research/creative activity, and service during the year evaluated. The Director will subsequently distribute the activity reports to appropriate members of the FEC for their review. Each member of the committee (Options 2 or 3) will be evaluated by the other members of the committee. School Directors and Associate Deans are evaluated for all work-related categories, including administrative performance, by the College Dean and not by the other members of the FEC. However, evaluation of Directors and Associate Deans for teaching and research/creative activities are to be based on specifications as outlined in the school-level documents relevant to the person in question, which are provided to the Dean by the FEC upon request. Associate Directors are reviewed by the FEC in the areas of teaching, research/creative activities, and non-administrative service while administrative performance is evaluated exclusively by the Director.
 - c. Annual Evaluation Material Submission: Please refer to the University Faculty Handbook for dates and timelines. These annual evaluation materials must be uploaded into the faculty activity reporting platform in the form of the "Annual Evaluation Report."
 - d. Optional Meetings with FEC (Early Fall): The proceedings include discussion of the basis of the evaluation and the opportunity to clarify any misunderstandings. At this meeting, the evaluation is signed by the faculty member, school director, and FEC members, if appropriate. Faculty member signature does not signify concurrence with the evaluation, only receipt. Prior to signing completed annual evaluations, faculty may request written communication from administrative evaluators to outline strategies for improving workload allocation issues or request resources available for high-quality teaching and research/creative activities. Faculty also may appeal the results of their annual evaluations if they disagree with the assigned ratings or written comments from the evaluation committee. If the response remains unsatisfactory to the faculty member and efforts to resolve issues are unsuccessful at the school level, an appeal can be initiated in accord with the grievance procedure outlined in Chapter 7 of the Faculty Handbook.
 - e. Optional Meeting with Director(s): After receiving the evaluation and the optional meeting with the FEC, each faculty member has the option to request a meeting with the Director(s) to revise any goals, teaching assignments, and/or resource allocations established in the spring. Optional meetings requested with the current (outgoing) director should be between June 15 and June 30. Optional meetings with the new (incoming) director should be requested in August/September. Should any adjustments be made, those changes will go into effect at an agreed upon time.

- f. Goals meeting: Each faculty member will meet with the current Director in April to discuss goals, teaching assignments, and any new resource allocation for the following academic year. This applies to faculty members intending to continue (and can exclude retiring or resigning faculty.) When a faculty member and the director are unable to agree on appropriate annual objectives, the Dean serves as the final arbiter.

3. Additional Documentation Requirements

N/A

4. Discrepancies and Appeals

See Faculty Handbook §4.5.2 and §7 for institutional policies regarding grievances and appeals.

B. Rank- or Appointment-Specific Guidelines

1. Tenure-Track and Tenured Faculty

a. Applied Faculty and Ensemble Faculty

1) Research/Creative Activity

a) Criteria:

- i. Paid or unpaid performance of on- or off-campus solo, chamber, ensemble, concerto, lecture recital, or performance lecture, as documented by invitation, program, recording, and/or review. The Faculty member should categorize performances by significance.
- ii. Professional recording, as documented by published document, published recording, or live recording (either self-produced or through record company); documentations of professional peer review are highly recommended
- iii. Professional arrangement, as documented by published document, published recording, or live recording; documentations of peer review highly recommended
- iv. Commission of new works
- v. Activity as a conductor, on- or off-campus
- vi. Premiere of new works as a soloist, chamber musician or conductor
- vii. Serving in the capacity of adjudicator/juror in discipline for activities at state, regional, national, and/or international level (compensated)
- viii. Authorship of internal and external grants, research awards, and/or fellowships, applied for and/or received (some may show up under service or creative activity, but not both)
- ix. Presentation at a professional conference or participation in a professional association.
- x. Interdisciplinary and/or collaborative research
- xi. Published authored, co-authored or edited book, article, monograph, arrangement, chapter, or edition

- xii. Invitations as speaker, panelist, masterclass presenter, or performer at a professional organization
- xiii. Work-in-Progress: Progress of creative activity that is either in preparation, in review, or pending publication may be included as evidence of ongoing study and professional development. Thorough documentation of the activity, including representative work (outlines, drafts, excerpts, descriptions, and proposals) as well as a projected timeline for the work will provide important evidence of progress toward completion. Faculty will need to provide justification if specific activity continues and is mentioned in more than one evaluation cycle
- xiv. While the largest percentage of creative activity for applied Faculty should be as noted above, some credit can be given for the kinds of research activity normally carried out by academic or ensemble Faculty.

b) Evaluation

- i. Meets expectations: Meets both of the criteria below:
 - a. The Faculty member participated in 5-10 varied professional performances in front of formal audiences, locally, regionally, and/or nationally.
 - b. The Faculty member made demonstrable progress in 1-2 of the other creative activities in the above list.
- ii. Does not meet expectations: The faculty member showed little to no evidence for meeting annual expectations.
- iii. Exceeds expectations: The faculty member meets two or more of the below criteria:
 - i. Performed more than 10 varied, professional performances in various types of locations, including at high-profile and international events.
 - ii. Released a full-album professional recording.
 - iii. Actively participated in important professional conferences.
 - iv. Soloed with a professional ensemble.
 - v. Received a major creative activity award.
 - vi. Received a major grant.
 - vii. Premiered a commission or won a major performance award.

2) Service

- a) Recruitment activities including:
 - i. Performing at other educational institutions and/or public concert halls
 - ii. Giving masterclasses at other educational institutions
 - iii. Giving workshops/clinics at other educational institutions
 - iv. Adjudicating
 - v. Developing and maintaining an online presence to increase artistic and professional profile/reputation (posting social media, maintaining a personal website, uploading to YouTube, giving virtual lessons, etc.)

- vi. Broadcasting professional achievements, highlighting current and/or former student success, and /or sharing professional recordings and/or videos with recruitment base
- vii. Attending formal recruitment events, such as SICC, Black and Gold Day, and Honors Day, in addition to off-campus events
- viii. Visiting area schools to work with their applied ensembles
- ix. Oversee effective deployment of service award/scholarship offers
- x. Maintain relationships with secondary school music programs in the region and international programs
- xi. Coordinate music and non-music major audition days and events
- xii. Recruit undergraduate and graduate students into the program
- xiii. Develop and implement large-scale recruitment events
- xiv. Coordinate educational outreach events
- b) Budget oversight/office administration
 - i. Manage operating and service award/scholarship budgets
 - ii. Manage office staff/documents
 - iii. Manage library/equipment/attire inventories
 - iv. Plan ensemble travel opportunities/requirements
 - v. Establish job duties, schedules, and/or manage graduate assistant positions
- c) Concert coordination & execution
 - i. Manage concert logistics and ensemble venues
 - ii. Develop and produce concert promotional materials, printed programs, and program notes
- d) Publicity, marketing, and audience development
 - i. Develop and maintain ensemble website and online presence, including social media
 - ii. Develop PR/marketing strategies, including international materials
 - iii. Coordinate with PR/marketing personnel
 - iv. Coordinate with the ticket office to sell season and per-event tickets
- e) Guest artist management, including booking negotiations and repertoire selection
- f) Calendar planning
- g) Coordinate and attend auditions for ensemble placements
- h) Coordinate with various campus entities in order to plan the annual performance calendar
- i) Development
 - i. Maintain a community presence in order to sustain and increase patron and donor relationships
 - ii. Continually develop resources from internal and external sources and coordinate with on- and-off campus entities to secure grant funding

- 1) Research/Creative Activity
 - a) See Appendix A
 - b) Evaluation:
 - i. Meets expectations: 3-5 points
 - ii. Does not meet expectations: Fewer than 3 points
 - iii. Exceeds expectations: 6 points or more
- 2) Service
 - a) Recruitment includes:
 - i. Identifying undergraduate students who demonstrate a propensity and talent for music education
 - ii. Interacting with and recruiting Pre-k-12 public school teachers as potential graduate students and their students as well, via student teaching observations, guest workshops, clinics, and conducting, music performance adjudication and/or attending formal recruitment events including conferences
 - iii. Developing and maintaining the Southern Miss Music Education website
 - iv. Recruiting graduate students (which sometimes overlaps with research activities)
 - v. Publishing in trade/research journals
 - vi. Presenting at state, regional, national, and international conferences
- c. Music History and Music Theory Faculty
 - 1) Research/Creative Activity
 - a) See Appendix A
 - b) Evaluation:
 - i. Meets expectations: 3-5 points
 - ii. Does not meet expectations: Fewer than 3 points
 - iii. Exceeds expectations: 6 points or more
 - 2) Service
 - a) Recruitment includes:
 - i. Identifying students in our program as well as other undergraduate programs with an aptitude for graduate theory and history study
 - ii. Possessing a strong professional profile and having activities in appropriate scholarly organizations, which helps enhance the reputation of the University and thus aid in the recruitment of students for all majors

2. Non-Tenure Track Faculty (e.g., Teaching, Clinical, Visiting, Research Faculty)

- a. Teaching
 - 1) In addition to the applicable criteria listed in section III.A.1.a, a teaching track faculty member can exceed expectations in teaching if they meet the criteria to meet expectations and also:

- a) Hosting or teaching a pedagogy or continuing education workshop that provides development opportunities for faculty or students.
- b) Teaching extracurricular courses beyond the expected 4x4 load assignment without compensation.
- c) Other significant activities specific to the areas of expertise as determined by the Director and FEC.

b. Research/Creative Activity

- 1) There is no required work in this area for a person in a Teaching Track position. Therefore, a person in a teaching track position will not have this expectation included in their annual evaluation. However, if a person in a teaching track position does engage in Research/Creative Activity, this should be documented in the person's narrative and included in the service component of their evaluation as a professional service activity.

3. Faculty with Administrative Appointments

Administrative evaluations are managed institutionally. The College Dean reviews the School Director and the Faculty Senate regularly manages an administrative review survey. The School Director reviews the performance of the Associate Directors and Graduate Coordinator annually.

PART IV: PROMOTION AND TENURE GUIDELINES

The School's standards for promotion and tenure are grounded in disciplinary norms, consistent with practices at peer institutions, and aligned with the University's mission.

A. Institutional Requirements and Guidelines

See Faculty Handbook §5 and the [Office of the Provost website](#) for institutional requirements regarding eligibility, timeline, procedures, and roles:

- Required timeline and stages of review, including pre-tenure (§5.2), promotion (§5.3), and tenure years (§5.4).
- Composition and confidentiality of the School Promotion and Tenure Committee (§1.10.1)
- External review procedures and evaluator selection (§5.5).
- Sequential review process and reporting responsibilities of the Director, Dean, Provost, and President (§5.8.1.2).
- For current formatting requirements, see the Faculty Handbook (appendices) and the Office of the Provost website.

B. Tenure

- 1. By granting tenure, the University exercises its belief in academic freedom and recognizes that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, school, and academic community.
- 2. The criteria for tenure are determined in the typical areas of assessment (teaching, service, research/creative scholarship) with additional considerations of collegiality and engagement

within the University. Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University; this includes collegiality and engagement.

3. School Standards for Tenure

- a. Tenure is awarded after a probationary period and careful consideration of the candidate's commitment to the mission and goals of the University, college, and school. It recognizes that a person has demonstrated the promise of a continued commitment and long-term dedication to teaching, creative/scholarly activity, and service to the school and profession. It further recognizes the possibility of Faculty members achieving a high level of recognition in their chosen area in the future.
- c. Thus, the standard for tenure is one of demonstrated achievement and success in the areas of teaching, research, and service that supports the likelihood of significant and continuing contributions in the future. Tenure carries with it the qualified expectation of continuing employment. Tenure does not release senior Faculty members from the responsibility to be productive in the evaluative categories. In fact, it is expected that they be leaders in these areas.
- d. Standards for tenure are linked to annual evaluation standards and the criteria for promotion to Associate Professor. For specific criteria, please see IV.C of this document.

C. Rank-Differentiated Criteria for Faculty Productivity

1. Faculty holding the rank of Assistant Professor are expected:

- a. To hold a terminal degree in the field or equivalent professional experience/credentials in the discipline.
- b. To show promise at effective teaching, as demonstrated by student success, student and peer evaluation, and student achievement. Assistant Professors should also be successful at attracting students to our institution.
- c. To show promise of a focused creative and/or research agenda.
- d. To show engagement in shared governance and an ability to develop a record of service to the School of Music, College, University, profession, and the broader community.
- e. All faculty are expected to interact in a collegial manner. Collegiality reflects professional communication, mutual respect, and constructive participation in the academic life of the unit. It is demonstrated through collaboration, adherence to shared governance, and interactions that support a healthy work environment. Importantly, collegiality does not require a faculty member to accept requests or service opportunities beyond the expectations of the annual evaluation.

2. Faculty holding the rank of Associate Professor are expected:

- a. To hold a terminal degree in the field or equivalent professional experience/credentials in the discipline.
- b. To be effective in teaching, as demonstrated by student success, achievement, and recruitment. Associate Professors are expected to demonstrate deepening instructional abilities. They are engaged in continual and critical self-evaluation as well as evaluation of colleagues at the Assistant Professor level.

- c. To show sustained and focused creative and/or research activity, such that it indicates the beginning of a distinguished career. This is paired with a developing reputation in the profession and among peers.
- d. To be engaged in shared governance and to have a developing record of excellent service to the School of Music, College, University, profession, and the broader community.
- e. All faculty are expected to interact in a collegial manner. Collegiality reflects professional communication, mutual respect, and constructive participation in the academic life of the unit. It is demonstrated through collaboration, adherence to shared governance, and interactions that support a healthy work environment. Importantly, collegiality does not require a faculty member to accept requests or service opportunities beyond the expectations of the annual evaluation.

3. Faculty holding the rank of Professor are expected:

- a. To hold a terminal degree in the field or equivalent professional experience/credentials in the discipline.
- b. To demonstrate excellence in teaching, as demonstrated by a high level of student success, achievement, and recruitment. At the rank of Professor, it is expected that the Faculty member has achieved significant depth and breadth in teaching skills. They are expected to engage in continual and critical self-evaluation as educators as well as evaluation of colleagues at the Associate and Assistant Professor ranks.
- c. To have achieved a distinguished career and a substantial reputation in the profession and among peers for outstanding quality and quantity of sustained and substantive endeavors in the field. Faculty at the rank of Professor are expected to demonstrate an ongoing, significant depth and breadth in creative and/or research activity.
- d. To be engaged in shared governance and to have a record of excellence in service to all levels of the University, profession, and the broader community. Faculty at the rank of Professor are expected to serve on more college- and University-level committees than their Associate or Assistant Professor counterparts.
- e. All faculty are expected to interact in a collegial manner. Collegiality reflects professional communication, mutual respect, and constructive participation in the academic life of the unit. It is demonstrated through collaboration, adherence to shared governance, and interactions that support a healthy work environment. Importantly, collegiality does not require a faculty member to accept requests or service opportunities beyond the expectations of the annual evaluation.

D. Discipline- or Program-Specific Expectations

1. Teaching Track Promotion Expectations

A five-year probationary period for a new assistant teaching professor or instructor provides time to demonstrate excellence in teaching and service prior to being promoted to the next rank. A notable exception to this probationary period applies to candidates whose initial appointment gave them credit for service prior to joining the University. Individuals with qualifications far

exceeding the guidelines may receive consideration for early promotion. However, non-tenure-track faculty do not have any mandate to move towards promotion unless that candidate so desires. There is no University-wide mandatory probationary period for promotion from associate teaching professor to teaching professor or for promotion from lecturer to senior lecturer for the non-tenure-track corps of instruction.

a. Assistant Teaching to Associate Teaching Professor, or Instructor to Lecturer

- 1) The candidate must show a record of effectiveness in teaching, as demonstrated by a high level of student success, achievement. The applicant must show dedicated engagement in curriculum development, refining and augmenting professional skills and knowledge, and/or graduate committee work.
- 2) The expectation for promotion is that the applicant provide evidence of a pattern of exceptional teaching. This evidence may be supported by, but not limited to, the activities below:
 - a) peer observations of teaching which note exceptional performance
 - b) course evaluations which exceed the departmental average
 - c) supervision evaluations noting exceptional performance
 - d) letters of support from school colleagues with familiarity with your teaching/supervision
 - e) videotape evidence of exceptional teaching examples
 - f) teaching awards received (or nominations)
 - g) teaching grants received (or submitted)
 - h) evidence of successful contributions in the area of curriculum development
 - i) examples of how one has incorporated technology in the classroom in some exceptional way
 - j) evidence that one has met or exceeded best practices with regards to syllabi
 - k) evidence of exceptional efforts toward student mentorship
 - l) evidence of student achievements
 - m) evidence of innovative pedagogical techniques

b. Associate Teaching Professor to Teaching Professor, or Lecturer to Senior Lecturer

- 1) The candidate must show a record of effectiveness in teaching, as demonstrated by a high level of student success, achievement. The applicant must show dedicated engagement in curriculum development, refining and augmenting professional skills and knowledge, graduate committee work. At the rank of Teaching Professor or Senior Lecturer, it is expected that the Faculty member has achieved significant depth and breadth in teaching skills.
- 2) The expectation for promotion is that the applicant provide evidence of a pattern of exceptional teaching. This evidence may be supported by, but not limited to, the activities below:
 - a) peer observations of teaching which note exceptional performance
 - b) course evaluations which exceed the departmental average
 - c) supervision evaluations noting exceptional performance

- d) letters of support from school colleagues with familiarity with your teaching/supervision
- e) videotape evidence of exceptional teaching examples
- f) teaching awards received (or nominations)
- g) teaching grants received (or submitted)
- h) evidence of successful contributions in the area of curriculum development
- i) examples of how one has incorporated technology in the classroom in some exceptional way
- j) evidence that one has met or exceeded best practices with regards to syllabi
- k) evidence of exceptional efforts toward student mentorship
- l) evidence of student achievements
- m) evidence of innovative pedagogical techniques

2. Tenure-Track: Promotion to Associate Professor

Promotion is official institutional recognition of meritorious achievement in research/creative scholarship, service, and teaching (tenure-track faculty) or service and teaching (non-tenure track faculty). Promotion recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

- a. Rank requirements: Satisfies all requirements for appointment to Assistant Professor.
- b. Teaching: A record of effectiveness in teaching, as demonstrated by a high level of student success, achievement, and recruitment. The applicant must show dedicated engagement in curriculum development, refining and augmenting professional skills and knowledge, graduate committee work, and/or recruitment.
- c. Research/Creative Activity: Record of sustained, significant effort and activity in a focused research or artistic agenda. Demonstration of a substantial reputation in the profession and among peers/colleagues for outstanding talent and depth and breadth of research/creative activity. **See Appendix A for area-specific criteria.**
 - 1) Applied Faculty: At least two from Category I and at least three from Category II are required. Note that some items in each category require multiple activities.
 - 2) Ensemble Faculty: At least two from Category I and at least two from Category II are required. Note that some items in each category require multiple activities.
 - 3) Music Education Faculty: A minimum of 10 points is required. At least two from Category I and at least two from Category II are required.
 - 4) Music History and Music Theory Faculty: At least two from Category I and at least two from Category II are required.
 - a) A minimum of two peer-reviewed publications are required for tenure and/or promotion to Associate Professor.
- d. Service: Record of dedicated engagement in shared governance and service to the school, college, University, profession, and community.
- e. External evaluation: Two (2) external evaluations are required to help Faculty assess the overall professional standing of the candidate. By no later than June 1, the candidate will select two

external evaluators, and the promotion and tenure committee will privately select another two. The chair of the promotion and tenure committee or the School Director will solicit two letters from the compiled list.

- f. Engagement: To be routinely present and participatory throughout the entire period of their employment contract.
- g. Annual Evaluation: There is a close articulation between the above-listed attributes and the criteria for annual evaluation.

3. Promotion to Professor

- a. Rank requirements: Satisfies all requirements for appointment to Associate Professor.
- b. Teaching: A record of excellence in teaching, as demonstrated by a high level of student success, achievement, and recruitment. At the rank of Professor, it is expected that the Faculty member has achieved significant depth and breadth in teaching skills.
- c. Research/Creative Activity: Record of a distinguished career and a substantial reputation in the profession and among peers/colleagues for outstanding quality and quantity of sustained and substantive endeavors in the field. Faculty at the rank of Professor are expected to demonstrate a continued, significant depth and breadth in research/creative activity. **See Appendix A for area-specific criteria.**

- 1) Applied Faculty: At least two from Category I and at least three from Category II are required. Note that some items in each category require multiple activities. Further:
 - a) The applicant must provide record of a distinguished career and substantial reputation in the profession. The successful applicant's research/creative activity should be outstanding in quantity and quality and demonstrate a continued and significant depth and breadth as shown through consistent output and annual evaluations.
 - b) The evidence that a candidate in the applied/ensemble area can provide to support their candidacy for promotion to Professor varies among the disciplines and should be articulated with nuance and specificity in the narrative. External evaluations of a candidate may play a large role in determining the reputation of a candidate in their particular field of expertise. The letters should support the candidate's distinguished and substantial reputation in their particular field of expertise. Additionally, a candidate should receive only "meets expectations" or "exceeds expectations" on six years of annual evaluations prior to consideration for promotion to Professor.
- 2) Ensemble Faculty: At least two from Category I and at least two from Category II are required. Note that some items in each category require multiple activities. Further:
 - a) The applicant must provide record of a distinguished career and substantial reputation in the profession. The successful applicant's research/creative activity should be outstanding in quantity and quality and demonstrate a continued and significant depth and breadth as shown through consistent output and annual evaluations.

- b) The evidence that a candidate in the applied/ensemble area can provide to support their candidacy for promotion to Professor varies among the disciplines and should be articulated with nuance and specificity in the narrative. External evaluations of a candidate may play a large role in determining the reputation of a candidate in their particular field of expertise. The letters should support the candidate's distinguished and substantial reputation in their particular field of expertise. Additionally, a candidate should receive only "meets expectations" or "exceeds expectations" on six years of annual evaluations prior to consideration for promotion to Professor.
- 3) Music Education Faculty
 - a) A minimum of 10 points is required. At least two from Category I (with at least one being first or solo authored) and at least two from Category II (with at least one being first or solo authored) are required.
- 4) Music Theory and Music History Faculty
 - a) At least three from Category I and at least three from Category II are required.
 - b) All activities in Category I and those with an asterisk in Category II must be peer/externally reviewed.
 - c) A minimum of three peer-reviewed publications are required for promotion to Professor.
- d. Service: Record of impactful contributions to shared governance and a record of excellence in service to the school, the college and University in particular, the profession, and the community.
- e. External evaluation: Four (4) external evaluations are required to help Faculty assess the overall professional standing of the candidate. By no later than June 1, the candidate will select four external evaluators, and the promotion and tenure committee will privately select another two. The chair of the promotion and tenure committee or the School Director will solicit four letters from the compiled list.
- f. Collegiality: All faculty are expected to interact in a collegial manner. Collegiality reflects professional communication, mutual respect, and constructive participation in the academic life of the unit. It is demonstrated through collaboration, adherence to shared governance, and interactions that support a healthy work environment.
- g. Engagement: To be routinely present and participatory throughout the entire period of their employment contract.
- h. Annual Evaluation: There is a close articulation between the above-listed attributes and the criteria for annual evaluation.

E. Pre-Tenure Review Expectations and Procedures

The pre-tenure review provides tenure-track faculty with a comprehensive assessment of progress toward tenure and/or promotion to Associate Professor. The process evaluates overall trajectory across teaching, research/creative activity, and service. It is intended to:

- Assess cumulative progress and provide constructive feedback.

- Identify strengths and areas for continued development.
- Promote alignment between annual evaluations, workload assignments, and long-term expectations.
- Support faculty in building sustainable artistic, research, pedagogical, and service practices.

1. Teaching

- a. The candidate demonstrates consistent teaching effectiveness, as evidenced by (depending on area of assignment):
 - 1) Overall student progress and performance quality appropriate to level and experience;
 - 2) Student success indicators;
 - 3) Student course evaluations;
 - 4) Provides student advising and mentorship;
 - 5) Participates in graduate committee work as assigned and appropriate to teaching load.
 - 6) Other supporting materials included in annual reviews.
- b. The candidate demonstrates dedicated engagement in curriculum development and ongoing professional growth. This may include (but is not limited to):
 - 1) Conference attendance, workshops, or continued professional study;
 - 2) Creation or refinement of instructional materials;
 - 3) Responsiveness to student needs and ongoing instructional improvement;
 - 4) Thoughtful incorporation of innovative pedagogies or techniques;
 - 5) While curricular innovation is not required annually, faculty should demonstrate continued engagement and development over time.

2. Research/Creative Activity

See Appendix A for expectations specific to each area.

- a. Applied Faculty: Documented progress toward, or completion of, at least two from Category I and at least three from Category II are required. Note that some items in each category require multiple activities.
- b. Ensemble Faculty: Documented progress toward, or completion of, at least two from Category I and at least two from Category II are required. Note that some items in each category require multiple activities.
- c. Music Education Faculty: Documented progress toward, or completion of, at least one from Category I and at least one from Category II are required.
- d. Music History and Music Theory Faculty: Documented progress toward, or completion of, at least one from Category I and at least one from Category II are required.

3. Service

As appropriate to the area of assignment, the candidate:

- a. Demonstrates an emerging record of dedicated engagement in shared governance and service to the school through assigned committees and work within their division;
- b. Is seeking out opportunities to expand service reach beyond the school as opportunities arise;

- c. Is seeking out opportunities to expand service in profession and in the community;
- d. Has a documented record of consistent recruitment activities.
 - 1) This standard is critical for applied and ensemble faculty. If faculty in other areas have demonstrable activity in this area, it should be counted but is not expected for theory, history, and music education faculty.
 - 2) It is recognized that recruitment outcomes naturally fluctuate from year to year and are influenced by numerous factors beyond the direct control of the individual faculty member.

F. Timeline and Process Guidance

By granting tenure, the University exercises its belief in academic freedom and recognizes that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, school, and academic community.

The criteria for tenure are determined in the typical areas of assessment (teaching, service, research/creative scholarship) with additional considerations of collegiality and engagement within the University. Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University; this includes collegiality and engagement.

Disciplinary variations necessitate a degree of autonomy at the school level.

- a. School Standards for Tenure: tenure is awarded after a probationary period and careful consideration of the candidate's commitment to the mission and goals of the University, college, and school. It recognizes that a person has demonstrated the promise of a continued commitment and long-term dedication to teaching, research/creative activity, and service to the school and profession. It further recognizes the possibility of Faculty members achieving a high level of recognition in their chosen area in the future. Thus, the standard for tenure is one of demonstrated achievement and success in the areas of teaching, research, and service that supports the likelihood of significant and continuing contributions in the future. Tenure carries with it the qualified expectation of continuing employment. Tenure does not release senior Faculty members from the responsibility to be productive in the evaluative categories. In fact, it is expected that they be leaders in these areas. Annual evaluations and standards for promotion and tenure are closely linked. Criteria and standards for annual evaluation are the same as those required for promotion and tenure. The cumulative measures found in all annual evaluations affect promotion.
- b. Extension of the Probationary Period: applicants may request an extension of the probationary period by one year for personal circumstances (examples found in Faculty Handbook). In recognition of current legal standards, the application for an extension of the probationary period as well as the reasons for such as application shall be kept confidential, although an approval of an extension may be made public. A candidate may request an extension in writing with the rationale provided to the school Director. After receipt of the letter, the school Director

shall prepare a letter supporting or declining the application and submit that letter and application to the College Dean. From there, the College Dean shall prepare a letter supporting or declining the application and submit letters and application to the Provost. A final decision on the request, in keeping with current University policy, will then be rendered by the Provost, the chief academic officer.

c. Procedures

- 1) Annually by April 15th the Director will send a notice asking for all Faculty members wishing to be considered for promotion and/or tenure to schedule individual meetings with the Director. At those meetings, the Director will give the candidates written instructions for preparing their dossiers. This process takes place in the early fall semester for those undergoing pre-tenure review. All other procedures for pre-tenure review are found in the Faculty Handbook.
- 2) The applicants must upload their dossier to the faculty activity reporting platform by the specified deadline. Dossiers will be due no later than two weeks prior to the scheduled meeting of the Promotion and Tenure Committee. It is encouraged to submit by the “preferred” deadline, as it will provide the committee more time to review the dossier. The Provost’s office then processes the material and makes it available to the School Promotion and Tenure Committee via email.
- 3) The Promotion and Tenure Committee consists of all tenured Faculty in the school. All tenured Faculty shall participate in the process of promotion to associate professor, tenure, and pre-tenure review. Only Faculty at the rank of Professor shall participate in the process of promotion from Associate Professor to Professor.
- 4) By the end of the third week of the following fall semester, the Director shall call a meeting of the Promotion and Tenure Committee. At this meeting, the Director will review the promotion and tenure procedures with the committee and address any concerns or questions that may arise. The Director will then announce the names of the candidates for tenure and/or promotion. The Promotion and Tenure Committee will elect from its membership a committee Chair for that year. The Chair will lead the remainder of the meeting and all subsequent meetings of the committee. In this same meeting the committee shall also elect subsidiary Chairs, who will prepare letters of recommendation for their assigned candidates. The subsidiary Chairs will also inform the candidates of any errors in their dossier. The subsidiary Chairs may seek input from non-tenured Faculty members. A senior member from the candidate’s division is encouraged to be the subsidiary Chair, although any member of the committee may serve in this capacity.
- 5) The Promotion and Tenure Committee will review the dossiers of candidates and submit their reviews to the subsidiary Chairs. The subsidiary Chairs will compile a letter of recommendation based on the entire Faculty feedback. The letter must be unbiased, objective, and show balanced consideration of all feedback received.
- 6) The Promotion and Tenure Committee will reconvene to discuss each application. The subsidiary Chairs share their proposed letters of recommendation with the committee, and committee can openly discuss the candidates as well as propose any changes to

the letter of recommendation. Such discussions must remain focused on the criteria for Promotion and Tenure. The Director may be present unless the committee votes otherwise. The committee will vote on the approval of the candidate's letter of recommendation, including any edits. The committee Chair will distribute ballots for a confidential vote for or against promotion and/or tenure for each candidate.

- 7) A quorum shall consist of a simple majority of the tenured Faculty (or, in the case of votes for promotion to Professor, a simple majority of the Faculty at the rank of Professor). Absentee ballots (i.e., confidential votes sent directly to the subsidiary Chair) are allowed, but proxy votes (i.e., votes made by one Faculty member in the absence of another) are not allowed and will not be accepted. Faculty members must engage in the entire process to vote. Those who do not engage should abstain from voting. Subsidiary Chairs will include the results of the votes in their letters of recommendation.
- 8) The committee Chair will submit the letters to the Director. The Director will write their own evaluation and recommendation. The Director will share both their letter recommendation and that of the Promotion and Tenure Committee with the candidate and submit them as part of the dossier to the College. Individual Faculty comments will remain confidential and archived.

APPENDIX A

RESEARCH/CREATIVE ACTIVITY: APPLIED	
Category	Activity
I	International** Performance and/or Presentation(s) ¹
	National* Performance and/or Presentation(s) ²
	Professional, High-Quality, Recording Project*
	Sole or co-authorship of a book related to the specific area of expertise*
	Awarded Grant*** (as principal investigator, co-PI, or significant contributor) ³
II	Commission of new work (clearly note the role played in commissioning project)
	Compositions, arrangements, or transcriptions performed publicly
	Adjudicator, no matter scope
	Authorship of book chapter or article in a reputable journal
	Regional-level performance(s)/presentation(s)/clinic(s) ⁴
	Social media or digital presence that demonstrates ongoing dissemination of professional work (e.g., instructional videos, performance media)
	Awarded Grant*** (as principal investigator, co-PI, or significant contributor) ⁵
* Peer-reviewed is preferred.	
** A domestic performance that is chosen through an internationally peer-reviewed application process counts as an international performance/presentation.	
*** Credit is dependent upon scope of grant application pool and amount of grant.	
¹ – at least 4 for promotion to Professor/at least 1 for promotion to Associate Professor/at least 1 for pre-tenure review	
² – at least 8 for promotion to Professor/at least 2 for promotion to Associate Professor/at least 2 for pre-tenure review	
³ – \$5,000 or higher for promotion to Professor/\$2,500 or higher for promotion to Associate Professor/\$1,000 or higher for pre-tenure review	
⁴ – at least 10 for promotion to Professor/at least 4 for promotion to Associate Professor/at least 4 for pre-tenure review	
⁵ – below \$5,000 for promotion to Professor/below \$2,500 for promotion to Associate Professor/below \$1,000 for pre-tenure review	
Additional items from Category 1 may replace those required from Category 2, but not vice versa.	

RESEARCH/CREATIVE ACTIVITY: ENSEMBLE	
Category	Activity
I	Conducted performances in front of formal audiences beyond the home institution (locally, regionally, nationally, and/or internationally) ¹
	Release a professional-quality recording*
	Served as an adjudicator/clinician/presenter for activities at state, regional, national, and/or international levels. Adjudicating includes, but is not limited to, marching/concert evaluations and performance assessments. Clinician or presenter engagements include, but are not limited to, festivals, honor bands, teacher workshops, conferences, conducting symposiums, etc ² .
	Ensemble director's transcriptions/arrangements, drill writing, etc. that are performed locally, regionally, nationally, and/or internationally.
	Commissioned and premiered work(s) performed under the candidate's direction. The candidate should note the role they played in this commission.
	Awarded Grant (as principal investigator, co-PI, or significant contributor) ³
II	Authorship of a book chapter or article in a reputable journal or publishing house*
	Sole or co-authorship of a book related to the specific area of the applicant's expertise, either self-published or through a reputable publishing house*
	Social Media Presence and Branding – such as YouTube videos, podcasts. Note: Evidence should be provided of growth in listenership/views. Demonstration of continued effort in social media over six years, with evidence of a strong following, compared to others in the same field and platform from a personal account.
	Clinician or presenter invitations at workshops or institutions outside the university**
	Awarded Grant (as principal investigator, co-PI, or significant contributor) ⁴
*peer reviewed preferred	
**for pre-tenure review only	
¹ – at least 6 for promotion to Professor/at least 3 for promotion to Associate Professor/at least 1 for pre-tenure review	
² - at least 8 for promotion to Professor/at least 4 for promotion to Associate Professor/at least 2 for pre-tenure review	
³ – above \$5,000 for promotion to Professor/above \$2,500 for promotion to Associate Professor and pre-tenure review	
⁴ – below \$5,000 for promotion to Professor/below \$2,500 for promotion to Associate Professor and pre-tenure review	
Additional items from category 1 may replace those required from category 2, but not vice versa.	

RESEARCH/CREATIVE ACTIVITY: ACADEMIC – MUSIC EDUCATION		
Category	Activity	Points
I: Scholarship	Book Author (not self-published)	7
	Book Editor	5
	Peer reviewed research-based journal article	5
	Invited/Accepted Book Chapter	4
	Peer reviewed practitioner-based publication	2
	Documented Work in Progress (<i>Annual Review Only</i>)	1
II: Research-based Presentations	Peer reviewed international or national conference presentation	4
	Peer reviewed international or national poster	3
	Regional or state research-based presentation	2
	Practitioner-based conference presentation	2
	Clinician/Conductor at state/national performance	2
	Documented Work in Progress (<i>Annual Review Only</i>)	1
III: Additional Activities Eligible for Annual Evaluation Maximum of 2 points per cycle	Book or Chapter Reviews	2
	Peer Reviewer for Journal/Press	2
	Invited Guest Scholar	2
	External Grant Awarded	2
	Clinician/Conductor at local/regional performance	1
	Opinion Paper	1
	Professional Digital Resource	1
	Internal Grant Awarded	1
	Video Media for Profession	1
<i>Additional items from category 1 may replace those required from category 2, but not vice versa.</i>		

RESEARCH/CREATIVE ACTIVITY: ACADEMIC - HISTORY AND THEORY		
Category	Activity	Points
I	Book Author	7
	Book Editor	5
	Critical Edition	5
	Textbook Author	5
	Refereed Article	5
	Series Editor	4
	Book Chapter	4
	Conference Presentation – National/International Audience	4
	Creative Activity or Lecture Recital – National/International Audience	4
II	Conference Presentation – State/Regional Audience *	3
	Lecture Recital – State/Regional Audience *	2
	Scholarly Writing for National/International Audience	3
	Textbook Chapter *	3
	Published Review	3
	Invited Guest Scholar	3
	Conference Proceeding – Refereed *	2.5
	Published Translation *	2.5
	External Grant Awarded *	2-4
	Professional Digital Resource	2-3
III	Peer Reviewer for Journal/Press	2
	Conference Presentation – Local Audience	2
	CEU Curriculum ¹	2
	Academic Encyclopedia Entry	2 (max. 4/year)
	Program/Liner Notes Published Externally	2 (max. 4/year)
	Documented Work in Progress	1-3
	Invited Research Talk for Public	1-3
	Creation of Academic Auxiliaries ²	1-2 each (max 2/year)
	Creative Activity or Lecture Recital – Local Audience	1 (max. 1/year)
	Sustained or Invited Blog/Podcast Contribution(s) in a Professional Outlet	1 (max. 1/year)
	Panel or Conference Organizer or Moderator	1
	Video Media for Profession	1
	Internal Grant Awarded	1
*Activities in Category I and those with an asterisk in Category II must be peer/externally reviewed		
¹ E.g., refereed curriculum developed for state licensure requirements.		
² E.g., a database, website, or app created for and used by the profession.		
Additional items from category 1 may replace those required from category 2, but not vice versa.		