



THE UNIVERSITY OF  
**SOUTHERN**  
**MISSISSIPPI.**

SCHOOL OF MUSIC

ANNUAL EVALUATION  
PROMOTION AND TENURE  
GUIDELINES

  
\_\_\_\_\_  
Director

5/17/21  
Date

  
\_\_\_\_\_  
Dean

8/25/2021  
Date

  
\_\_\_\_\_  
Provost

8/25/21  
Date

## PART I: ORGANIZATIONAL STRUCTURE

### I. School Personnel

- a. Faculty: the Faculty of the School of Music accepts for its guidance this instrument of governance.
- b. 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.

- c. Associate Director for Academics: the Associate Director for Academics provides leadership in matters relating to program development, resource management, and other internal administrative and academic duties, as assigned by the Director. The Associate Director for Academics also develops, with the input of the Director and Faculty, the schedule and rotation of classes. The Associate Director manages graduate assistantship selection, paperwork, and budget. The Associate Director of Academics 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 Academics reports to the Director.
- d. Associate Director for Student Services: the Associate Director for Student Services provides leadership in matters of scheduling of classrooms, auditoria, events and support services. This person oversees Student Services, event scheduling/management, assigns event managers, and coordinates with the Live Stream Coordinator. This person oversees Student Services GA duties, recital credit management, program collection/reporting, assists with recruitment/retention, marketing/public relations, student organizations, and other administrative duties as assigned by the Director. The Associate Director for Student Services 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 Services reports to the Director.

- e. **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.
- f. **Undergraduate Coordinator:** the Undergraduate Coordinator serves as the liaison between undergraduate students, Faculty, and the Office of the Registrar. The Undergraduate Coordinator assists with advisement, degree clearance issues, and curriculum modification. The Undergraduate Coordinator also assists with the initial advisement of new undergraduate students, including at orientation. The Undergraduate Coordinator reports to the Director.

## II. Organizational Structure of the School

### a. Administration

- i. 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.
- ii. 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.

### b. All-Faculty Meetings

- i. 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 alternative meeting times as needed.
- ii. 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.
- iii. 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.

- iv. 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.
  - v. Special meetings may be called at the discretion of the Director.
  - vi. Faculty and standing committee meetings shall follow Robert's Rules of Order.
  - vii. 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.
- c. Procedure for Initiation of and/or Changes in Academic Requirements and/or Policies
- i. 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.
  - ii. 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 Academic 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.

d. School Standing Committees

i. Divisions

1. Charge: 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.

2. Membership

a. There are seven divisions of the School of Music Faculty.

- i. Brass and Percussion
- ii. Theory and History
- iii. Music Education
- iv. Voice and Piano
- v. Woodwinds
- vi. Ensemble
- vii. Strings

b. 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.

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.

3. Procedures:

a. 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.

- b. Division Chairs will be expected to present their divisions' concerns, feedback, and votes to Executive Committee meetings.
- c. Quorum: simple majority.
- d. Voting: majority-rule.
- e. The Chair documents, maintains, and emails to the Director all attendance records and minutes.

ii. Executive Committee

1. Charge

- a. Serve as the main deliberative body to advise the Director about School of Music various policies, guidelines, and procedures, and their implementation.
- b. 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.
- c. Discuss strategic and long-term planning for the School of Music.
- d. 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

- a. The Director shall determine all meeting times and dates. The Executive Committee shall meet at least twice each fall and spring semester.
- b. 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.

- c. Quorum: simple majority.
- d. Voting: majority-rule.
- e. 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.

### iii. Policies and Procedures Committee

#### 1. Charge

- a. 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 judgement of the Director and the Executive Committee and be voted on by the entire School of Music Faculty.
- b. 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.

- 2. 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.

3. Procedures:

- a. 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.
- 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.

iv. 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.

v. Curriculum Committee

1. Charge

- a. 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, Academic Council, and Graduate Council. Recommend addition/deletion of undergraduate and graduate degrees/programs to the executive committee.
  - b. Maintain accuracy and consistency of Undergraduate and Graduate Bulletin information, in print and online.
  - c. Adjudicate academic student issues and appeals.
  - d. Address issues of academic standards, policies, and procedures.
  - e. Form ad hoc subcommittees as needed to address immediate curricular issues.
  - f. Maintain coordination of course rotations and offerings.
  - g. Communicate with and engage standing committees and Faculty in all decision-making processes.
2. Membership: undergraduate and Graduate Coordinator (Co-Chairs), 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, and the Director and Associate Director for Academics (ex-officio).

Exceptions to membership must be approved by a majority vote of the executive committee. Committee membership will be reviewed by the Co-Chairs to assure that all degree types are represented on the committee. The term is two years.

3. Procedures

- a. Meetings: the Director, Undergraduate Coordinator, or Graduate Coordinator shall determine all meeting times and dates, and they are monthly, prior to submissions deadlines for College Council. One of the Co-Chairs 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.
- 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.

vi. Graduate Committee

1. Charge

- a. Adjudicate graduate applications for admission.
- b. Make recommendations to Executive Committee.

2. Membership: Graduate Coordinator (Chair), Director and Associate Director for Academics (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.

3. Procedure:

- a. 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.
- b. The Graduate Coordinator first notifies the major professor/area of candidates for application in their areas.
- c. 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.
- d. 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.
- e. 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.
- f. The Chair notifies professors of their prospect's status: general, conditional admission, or denial.
- g. Beyond admissions duties, work with Graduate Coordinator on graduate policies, procedures, and other graduate issues and needs as they arise.
- h. Quorum: Simple majority.
- i. 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.

vii. Recruitment 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 Services (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.

viii. 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.

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.

e. School Ad Hoc Committees

i. Promotion and Tenure

1. Charge: review dossiers for consideration for tenure and/or promotion according to school and University guidelines.
2. 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 full professors shall participate in the process of promotion from associate to full professor. Committee membership is permanent until the Faculty member leaves the University.
3. Procedures
  - a. First meeting: the Director shall call a meeting by the end of the third week of the fall semester. At this meeting, the Director shall announce the names of the candidates for promotion and/or tenure. 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. The Faculty shall also elect subsidiary Chairs who will prepare the Faculty summary letter of recommendation for assigned candidates. The subsidiary Chair not only prepares the letter, but also provides input to the Faculty undergoing review about any errors to their dossier. The subsidiary Chair may opt to seek input from non-tenured Faculty members. Each of these subsidiary Chairs will characteristically be a senior member from the division to which a candidate belongs. If there is not a senior member from their division on the committee, an alternative Chair may be selected from within the committee.
  - b. Review and comment: Committee members will review candidate dossiers, evaluate live or recorded teaching and live or recorded performances, and submit confidential comments for each candidate. The administrative staff receives the comments and forwards them to the subsidiary Chair. The subsidiary Chair collects and uses the comments for the letter and committee discussion.
  - c. Second meeting: the committee will then meet to discuss each candidate's application. The Director may be present for the discussion, unless the committee votes otherwise. During this meeting the subsidiary Chair shares the letter of each candidate with the committee. The committee will have the opportunity to openly discuss the candidates and the letter. The participating Faculty will vote on the approval of the candidate's final summary letter of recommendation, including any edits upon which the committee voted. After

the discussion and summary vote, ballots will be distributed, and a confidential vote recommending for or against promotion and/or tenure of each candidate will take place. In such meetings a quorum shall consist of a simple majority of the tenured Faculty (or, in the case of votes for promotion to full professor, a simple majority of the tenured full professors). The vote count is to be included in the letter.

- d. The committee Chair submits the summary letters of recommendation to the Director. The Director reviews the letter and shares it with the candidate.
- e. The Director then writes their own letter of recommendation.
- f. The Director shares the committee's and the Director's recommendations with the candidate. Both are submitted as part of the dossier to the College Promotion and Tenure Committee. The administrative staff archives confidentially the committee's comment forms.
- g. The Director and committee maintain the utmost confidentiality during this entire process.

ii. Search Committees

- a. Charge: execute a search and make recommendation(s) to Director.
- b. 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 make sure that 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.

iii. Faculty Evaluation Committee

1. Charge: execute Faculty annual evaluations.

2. Membership

- a. All tenured members with a minimum of three years of service with the University, a minimum 50% appointment within the school, and who hold the rank of Associate Professor or higher are eligible for FEC membership.
- b. FEC-eligible Faculty should have a minimum of "Meets Expectations" in teaching, research/creative activities, and service in the previous evaluation year.
- c. The term is one year.

3. Procedures:

- a. Full-time members of school (including jointly-appointed Faculty with a minimum 50% appointment within the school) vote by secret ballot to elect the committee during the first Faculty meeting.
  - i. 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.
  - ii. 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.

- iii. Option 3: A 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. If the Director is presently untenured, the school must choose Option 3.

b. Meetings and Evaluation

- i. The annual evaluation process should offer an opportunity for Faculty members to communicate with their supervisors about professional objectives for the year ahead and to request resources necessary to accomplish those objectives. Evaluation meetings with individual Faculty members should stimulate communication to achieve objectives, not merely serve as a disclosure and arbitration about activities during the previous year. Meetings should further include a conversation about how Faculty can best align their professional goals with the needs and vision of the program, School, College, and University.
- ii. These annual evaluation 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.

- iii. **Annual Evaluation Material Submission:** Faculty members will upload all materials that cover the annual evaluation period from June 1 through May 31 of each year. These annual evaluation materials must be uploaded into Digital Measures in the form of the “Annual Evaluation Report” between April 1 and May 1. Any unexpected activity that happens after April 1 can be added up through May 31. Nothing should be added after May 31.
- iv. **FEC Evaluation Process:** The Faculty Evaluation Committee (FEC) will meet shortly after April 1 and begin drafting preliminary evaluations. The Annual Evaluation Report can begin to be uploaded on April 1; the Digital Measures Annual Evaluation Portal will open on that day. We are asking that everyone upload their Annual Evaluation materials as soon as possible beginning April 1. We are also asking that all materials be completely uploaded before May 1. Doing so will give FEC members time to do their evaluations before the end of their contract period, which ends on May 18 (for this academic year). If anyone has anything to add between May 1 and May 31, one can go into Digital Measures and “Recall” one’s materials, make changes, and resubmit. The FEC will review and finalize evaluations during the final two weeks of the nine-month contract period.
- v. **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.

- vi. **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.
- vii. **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.

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iv. 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.

## PART II: WORKLOAD GUIDELINES

- I. General Expectations: Course load allocation in the School of Music is based on the equivalent of four 3-hour courses per semester. Teaching track Faculty, instructors, visiting Faculty, professors of practice, and clinical Faculty generally teach the equivalent of four 3-hour courses per semester. Tenure track Faculty who are required to engage in research/creative activities should receive the equivalent of one 3-hour course load (0.25) reallocation to allow time for this work. Course load reallocations may be made based on other academic duties that may change semester by semester, or their level of research/creative activity. Assigned course load or allocation of teaching as a percentage of total workload can be subject to other factors that may increase time devoted to teaching activities (for example, marching band, staged musical productions, etc.). Intersession or summer courses may or may not be included in regular teaching load, depending on the needs of the program and the individual Faculty member.
- II. Faculty in the School of Music are expected to follow the policy of engagement extracted from the Faculty Handbook (3.5.1) copied below:
  - 3.5.1 Responsibilities as Engaged Citizens of the University Community  
Recognizing that diverse contributions across disciplines advance the Academy, full-time members of the corps of instruction at the University of Southern Mississippi are to be fully engaged citizens of the University community. Fully engaged citizens equitably contribute to the teaching, research/creative activities, and service missions of the institution. This is accomplished through various activities that include, but are not limited to, the following: intentionally and conscientiously teaching and mentoring students; striving to advance one's own scholarly pursuits; contributing to shared governance through active engagement on school, college, and University committees; supporting colleagues; and complying with institutional policies. To this end, faculty are expected to be routinely present and participatory throughout the entire period of their employment contract.
- III. Formulae for teaching, research/creative activity, and service loads among Faculty in accordance with college and University guidelines
  - a. General: 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 in the School of Music, Faculty loads will vary from semester to semester with the expectation that an annual total of 2.0 FTE is required.
  - b. Academic: academic/classroom Faculty are required to teach the equivalent of six (6) traditional 3-hour lecture courses each academic (fall/spring) year. Each 3-hour lecture course receives 0.25 FTE workload credit. For Faculty teaching only these traditional lecture courses, the teaching load is divided into three (3) courses one semester and three (3) courses the other semester, a "3 + 3 teaching load." Accordingly, lecture/methods/laboratory classes that are one, or two-hour credit classes are weighted based on weekly contact hours. 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.

- c. Applied: 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. 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 apply, for example every semester.

Adjustments may include the following, on a case-by-case basis:

- Academic classes
- Studio classes
- Studio ensembles, chamber coaching, lecture recitals, or chamber recitals
- Faculty ensembles
- Active dissertation membership
- Other classes, such as Reed Making, Orchestral Excerpts, etc.

- d. Ensemble: 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.
- e. 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.
- f. 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 academic 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 the policy.

- IV. Sabbatical: at the completion of six or more regular semesters of continuous, full-time University employment, Faculty members are eligible for one semester of sabbatical leave (4 1/2 months). Sabbatical leave is granted for the sole purpose of professional improvement and is not necessarily earned by the required duration of employment at the University. Sabbatical leave is intended to assist Faculty to achieve promotion in academic rank or enhance their professional development and scholarly reputation. At the completion of twelve regular semesters of continuous, full-time University employment (sabbatical not being taken within that time), Faculty are eligible for up to two semesters of sabbatical leave (9 months). Under no circumstances may sabbatical leaves of more than nine months' duration be granted. Sabbatical leave normally coincides with fall semesters, spring semesters, or both, exceptions allowable only in exceptional circumstances. In no case may sabbatical leave periods extend to summer semesters.
- V. Modifications: 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.

### PART III: ANNUAL EVALUATION GUIDELINES

- I. General expectations of Faculty productivity on a yearly basis: This provides criteria and evaluation procedures for tenure-track and tenured Music Faculty and paths that aim to guide faculty toward successful tenure and/or promotion. Faculty members should also seek guidance from their Faculty mentor, division colleagues, the Faculty evaluation committee, and the Director.

Refer to Faculty Handbook for more information:

Committee Membership Eligibility (1.10.1)

Faculty Governance Options (1.10.2)

Faculty Evaluation Process (4.1, 4.4, 4.5.2-4.5.4, Appendix B)

Workload Allocation/Assignment (4.3, Appendix A)

#### **School General Statement about Annual Evaluation Standards**

General expectations of Faculty productivity on a yearly basis: This provides criteria and evaluation procedures for tenure-track and tenured Music Faculty and paths that aim to ensure tenure and/or promotion. Faculty members should also seek guidance from their Faculty mentor, division colleagues, the Faculty evaluation committee, and the Director.

## Tenured and Tenure Track

### Teaching

Teaching 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:

- i. 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.
- ii. 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.
- iii. 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.
- iv. 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.
- v. Graduate and/or Special Undergraduate Advisory Activity
    - a. Graduate Advisory Committee Chair
      - i. 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.
      - ii. Create and grade area comprehensive exam.
    - b. Graduate advisory committee member (including the Chair)
      - i. Theory/History Faculty members only: Create and provide primary evaluation for all theory/history diagnostic, qualifying, and comprehensive exams.
      - ii. Theory/History Faculty members only: Create and provide primary evaluation for all theory/history diagnostic, qualifying, and comprehensive exams.
      - iii. Grade and advise on dissertation and/or other required documents.
      - iv. Grade defenses.
      - v. Grade degree recitals.
    - c. Special undergraduate advisory activity includes the following (note: regular undergraduate advising falls under Service)
      - i. Directing an Honors Thesis.
      - ii. Advising a McNair Scholar.
      - iii. Advising an Undergraduate Symposium applicant.
      - iv. Advising on a SPUR project (application, mentoring, and realization of research).
  - vi. 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:
    - a. Student achievement of note.
    - b. Extracurricular teaching.
    - c. Overload teaching.
    - d. 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.

### **Meets Expectations for Teaching**

The Faculty of the School of Music are expected to demonstrate engagement in the ways listed below:

1. The Faculty member instructed courses that concur with the school's mission, requirements, and goals, as well as the Faculty's workload allocation.
2. The Faculty member fulfilled class meeting times, regularly holding office hours, distributing syllabi, providing feedback, etc.
3. 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.
4. The Faculty member demonstrated effort in guiding student scholarly/creative activity.
5. The Faculty member provided good course breadth, teaching effectiveness, and/or student achievement.

### **Fails to Meet Expectations for Teaching**

The Faculty member showed little to no evidence for meeting annual expectations.

### **Exceeds Expectations for Teaching**

The Faculty of the School of Music are expected to demonstrate engagement in three or more ways listed below in addition to the above (see "Meets Expectations for Teaching):

1. The Faculty member showed innovative development, superior course breadth, major improvements, and successful learning outcomes consistent with school's mission.
2. 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.
3. The Faculty member demonstrated e extraordinary effort in guiding student scholarly/creative activity that resulted in positive student outcomes.
4. The Faculty member received significant teaching achievement, including externally-reviewed, peer-reviewed, and/or adjudicated recognition of teaching activities.
5. The Faculty member's student(s) showed extraordinary achievement(s).
6. Attending a pedagogy and/or continuing education workshop that modifies an academic course's delivery, a shift in applied lesson pedagogy, etc.

## Scholarship, Research, and Creative Activity

Scholarly/creative activity in the school shows highly diverse specializations and various career stages. Faculty are expected to demonstrate depth and breadth in their scholarly/creative activity. Documentation shows the significance of their scholarly 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.

1. Creative activity for applied Faculty and conductors
  - a. 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.
  - b. 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
  - c. Professional arrangement, as documented by published document, published recording, or live recording; documentations of peer review highly recommended
  - d. Commission of new works
  - e. Activity as a conductor, on- or off-campus
  - f. Premiere of new works as a soloist, chamber musician or conductor
  - g. Serving in the capacity of adjudicator/juror in discipline for activities at state, regional, national, and/or international level (compensated)
  - h. 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)
  - i. Presentation at a professional conference or participation in a professional association.
  - j. Interdisciplinary and/or collaborative research
  - k. Published authored, co-authored or edited book, article, monograph, arrangement, chapter, or edition
  - l. Invitations as speaker, panelist, masterclass presenter, or performer at a professional organization
  - m. 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
  - n. While the largest percentage of creative activity for applied Faculty should be as noted above, some credit can be given for the kinds of scholarly activity normally carried out by academic or conducting Faculty.

2. Scholarly activity for academic Faculty
  - a. Peer-reviewed publications, including conference papers, journal articles, encyclopedia entries, book chapters, translations, and monographs
  - b. Other publishing activities, including reviews, serving as a peer reviewer, or editing
  - c. Authorship of internal and external grants, research awards, and/or fellowships, applied for and/or received (some may show up under service or scholarly activity, but not both)
  - d. Invitations as speaker, panelist, or performer at a professional organization or academic institution.
  - e. Interdisciplinary and/or collaborative research
  - f. Work-in-Progress: Progress of scholarly 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 must provide justification if specific activity continues and is mentioned in more than one evaluation cycle.
  - g. While the largest percentage of scholarly activity for academic Faculty should be as noted above, some credit can be given for the kinds of creative activity normally carried out by applied or conducting Faculty.

### **Meets Expectations for Research/ Creative Activity**

The Faculty of the School of Music are expected to demonstrate engagement in the ways listed below:

1. Applied
  - a. The Faculty member showed a number of varied performances in diverse locations.
  - b. The Faculty member showed steady progress toward a number of the other creative activities.
2. Academic: demonstrated professional activity within the evaluation period

### **Fails to Meet Expectations for Research/Creative Activity**

The applied or academic Faculty member showed little to no evidence for meeting annual expectations.

### **Exceeds Expectations for Research/ Creative Activity**

The Faculty of the School of Music are expected to demonstrate engagement in the ways listed below:

1. Applied (two or more of the following):
  - a. The Faculty member showed a substantial number of varied, professional performances in various types of locations, including at high-profile and international events.

- b. The Faculty member released a full-album professional recording.
  - c. The Faculty member actively participated in important professional conferences.
  - d. The Faculty member soloed with a professional ensemble.
  - e. The Faculty member received a major creative activity award.
  - f. The Faculty member received a major grant.
  - g. The Faculty member premiered a commission or won a major performance award.
2. Academic (a, b, or c):
- a. The Faculty member published an article in a national peer-reviewed academic journal.
  - b. The Faculty member published a book with an academic publisher.
  - c. Two or more of the following: the Faculty member presented at a national conference, received a special fellowship, received a special research award, and/or received a major grant.

## Service

Service includes contributions made to the school, the college, the University, the profession, and/or the community that fall within the Faculty's expertise and position. Faculty are expected to be engaged in shared governance and the advancement and maintenance of the institution. The FEC will consider the amount, impact, and/or quality of service. Documentation of service can include appointment, appreciation for service activities, award recognizing excellence in service, documentation of the outcome/product of committee activity, student organization advising activity, impact on the campus or community, and/or programs from events in which service was rendered. Any activity that results in load credit or remuneration is not service, unless for select administrative activity, as determined and approved by the Director. The Faculty member should demonstrate cooperative interaction with colleagues.

1. 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. In the Applied area, recruitment includes:
    - 1 Performing at other educational institutions and/or public concert halls
    - 2 Giving masterclasses at other educational institutions
    - 3 Giving workshops/clinics at other educational institutions
    - 4 Adjudicating
    - 5 Developing and maintaining an online presence to increase artistic and professional profile/reputation (posting social media, maintaining a personal website, uploading to YouTube, giving Skype lessons, etc.)
    - 6 Broadcasting professional achievements, highlighting current and/or former student success, and /or sharing professional recordings and/or videos with recruitment base

- 7 Attending formal recruitment events, such as SICC, Black and Gold Day, and Honors Day, in addition to off-campus events
- 8 Visiting area schools to work with their applied ensembles
- ii. In the Education area, recruitment includes:
  - 1 Identifying undergraduate students who demonstrate a propensity and talent for music education
  - 2 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
  - 3 Developing and maintaining the Southern Miss Music Education website
  - 4 Recruiting graduate students (which sometimes overlaps with research activities)
  - 5 Publishing in trade/research journals
  - 6 Presenting at state, regional, national, and international conferences
- iii. In the History and Theory areas, recruitment includes:
  - 1 Identifying students in our program as well as other undergraduate programs with an aptitude for graduate theory and history study
  - 2 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 strong students for all majors
- b. Advising and mentoring
  - i. Pre-enrollment advising of undergraduate students on their course schedules
  - ii. Advising any student on overall degree progress
  - iii. Mentoring a student through an application process (for a school or job)
  - iv. Advising student organizations, professional associations, honorary organizations, and other student organizations related to the discipline
  - v. Mentoring a junior Faculty colleague through tenure and promotion
- c. Committee Chair or member (see all committees above)
- d. Coordinating educational and/or recruitment events and/or programs
  - i. 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
  - ii. Audition Days, Orientation days, and/or other significant recruitment events
  - iii. Alumni events
  - iv. Other such events that are not included in the load of a Faculty member
  - v. Southern Miss Piano Ins.
  - vi. Suzuki program
- e. Uncompensated administrative and/or curricular services
  - i. Theory instruction coordination
  - ii. Undergraduate theory placement exams/screening
  - iii. Piano placement exams
- f. School liaison
  - i. Library

- ii. Honors College
- 2. Service to the College
  - a. Serving as a Chair or member of a college committee, including:
    - i. College Curriculum, College Advisory, College Tenure and Promotion
    - ii. College Research and Awards
    - iii. Any college ad hoc project
    - iv. Search for Director of any school
  - b. 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)
- 3. Service to the University
  - a. Serving as a member or Chair of a University committee, including:
    - i. University Tenure and Promotion
    - ii. Faculty Senate
    - iii. Academic Council
    - iv. Graduate Council
    - v. University Strategic Planning committee
    - vi. Dean Search
    - vii. Professional Education Council
    - viii. University Assessment
    - ix. Space Planning committee
    - x. Drapeau Center for Undergraduate Research
    - xi. University Commencement
    - xii. Any Honors College committee
    - xiii. Any ad hoc University projects
  - b. Serving on NCATE, SACS, or other accreditation committees
  - c. Serving as Presidential Scholar interviewer
  - d. Coordinating free performances for the University that are beyond the scope of a Faculty member's teaching responsibilities
- 4. Service to the Profession
  - a. Holding office, including board membership, in a local, state, regional, national, or international professional organization, such as NAFME, College Music Society, Jazz Educators Network, Society for Music Theory, ACDDA, MBA, ABA, MMEA, LMEA, NATS, NASPAAM, PASIC, CMBR, etc.
  - b. Serving on accrediting, licensure and governing boards for a discipline, such as NCATE, NASM, etc.
  - c. Serving as visiting evaluator of the National Association of Schools of Music
  - d. Organizing/hosting a conference or festival for a professional organization
  - e. Lending professional skill to agencies that advocate for a discipline, including school districts
  - f. Performing external peer reviews of other institutions' applications for tenure and promotion
  - g. Serving as adjudicator/juror in the discipline for activities at local, state, regional, and/or national levels without receiving payment
  - h. Writing state standards for education, such as Mississippi Framework
  - i. Consulting for the state Departments of Education
  - j. Undertaking Mississippi Arts Commission peer panel reviews

- k. 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)
- l. Editorship for an academic publishing company or academic journal
- m. Offering peer review of manuscripts for academic journals
- 5. Service to the Community
  - a. Free performance for a service at a place of worship
  - b. Free performance at an assisted living facility or hospice center
  - c. Free performance or presentation at an area school (excluding recruitment trips)
- 6. Ensemble Director
  - a. 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
  - b. Concert coordination & execution
    - i. Manage concert logistics and ensemble venues
    - ii. Develop and produce concert promotional materials, printed programs, and program notes
  - c. 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
  - d. Coordinate with the ticket office to sell season and per-event tickets
  - e. Recruitment
    - i. Oversee effective deployment of service award/scholarship offers
    - ii. Maintain relationships with secondary school music programs in the region and international programs
    - iii. Coordinate music and non-music major audition days and events
    - iv. Recruit undergraduate and graduate students into the program
    - v. Develop and implement large-scale recruitment events
    - vi. Coordinate educational outreach events
  - f. Guest artist management, including booking negotiations and repertoire selection
  - g. Calendar planning
  - h. Coordinate and attend auditions for ensemble placements
  - i. Coordinate with various campus entities in order to plan the annual performance calendar
  - j. 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

### **Meets Expectations for Service**

The Faculty of the School of Music are expected to demonstrate engagement in the ways listed below:

1. The Faculty member participated in recruitment and retention initiatives.
2. The Faculty member showed steady effort in the service categories mentioned above.
3. The Faculty member actively pursued diverse service activities.

### **Fails to Meet Expectations for Service**

The Faculty member showed little to no evidence for meeting annual expectations.

### **Exceeds Expectations for Service**

The Faculty of the School of Music are expected to demonstrate engagement in two or more of the ways listed below in addition to the above (see “Meets Expectations for Service”):

1. The Faculty member created an outreach program that clearly resulted in recruiting.
2. The Faculty member peer-reviewed several manuscripts for academic journals.
3. The Faculty member was editor-in-chief of a peer-review journal.
4. The Faculty member served as Chair of a college or University committee.
5. The Faculty member led the organization of a major, significant professional conference.
6. The Faculty member directed a University-sponsored research center or outreach program.
7. 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.

### **Teaching Track Teaching**

Excellent teaching is a primary obligation of all faculty members of the School of Music, yet it takes many forms and can be demonstrated in various ways. The teaching expectations of a Teaching Track Professor in the School of Music is to teach the equivalent of a 4x4 teaching load each fall and spring semester. This could be a total of four, 3-hour courses (12 contact hours) or 24 contact hours of applied teaching, or some combination of both. The evaluative standards below are intended to recognize both the diversity of effective pedagogical approaches and the broad range of teaching contexts found in the School.

**Standard teaching expectations in the School of Music include all of the following:**

1. Teaching the full complement of assigned courses. 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.
2. Revising and updating previously taught courses as appropriate.
3. Demonstrating effective teaching through both student evaluations and other relevant evidence
4. Showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective.

**Meets Expectations for Teaching**

Meet all standard teaching expectations listed above.

**Fails to Meet Expectations for Teaching**

The Faculty member showed little to no evidence for meeting standard teaching expectations listed above.

**Exceeds Expectations for Teaching**

A Teaching Track faculty member "exceeds expectations" for teaching when the standard teaching expectations listed above have been met, and additional activities warrant consideration. The list below is representative of the types of activities to be considered, but is neither exhaustive or finite.

1. The Faculty member showed innovative development, superior course breadth, major improvements, and successful learning outcomes consistent with school's mission.
2. The Faculty member received strong student evaluations and, when applicable, peer evaluations.
3. The Faculty member made extraordinary effort in guiding student scholarly/creative activity.
4. The Faculty member received significant teaching achievement, including externally-reviewed, peer-reviewed, and/or adjudicated recognition of teaching activities.
5. The Faculty member's student(s) showed extraordinary achievement(s).
6. Attending a pedagogy and/or continuing education workshop that modifies an academic course's delivery, a shift in applied lesson pedagogy, etc.
7. Hosting or teaching a pedagogy or continuing education workshop that provides development opportunities for faculty or students.
8. Teaching extracurricular courses beyond the expected 4x4 load assignment without compensation.
9. Other significant activities specific to the areas of expertise as determined by the Director and FEC.

## Scholarship and Creative Activity

In terms of Scholarly and Creative Activity 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 Scholarly/Creative Activity, such additional activity could be considered for exceeding expectations in their annual evaluation.

## Service

Every professor, whether tenure track, or teaching track is expected to engage in service of some sort, at least at the school level. Examples of appropriate service activities for a Teaching-Track professor would be to engage in things such as participation in recruitment activities, advising students, service on School committees, attending professional conferences for the benefit of the school, etc.

What follows are indicators of service-related activities. This is not an exhaustive list of contributions in the area of service, and faculty members are not expected to contribute in all of the areas listed. Credit for university service does not follow the assumption that university-level service is more valuable than college service, which is more valuable than school service. Credit for service is determined by how time consuming and essential the task is.

### Service to the School

- a. 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. Some recruitment activities may also be seen as teaching, creative/scholarly activity, and/or service.
  - i. In the Applied area, recruitment includes:
    1. Performing at other educational institutions and/or public concert halls in the state
    2. Giving masterclasses at other educational institutions in the state
    3. Giving workshops/clinics at other educational institutions in the state
    4. Adjudicating in the state
    5. Attending formal recruitment events, such as SICC, Black and Gold Day, and Honors Day, in addition to off-campus events in the state
    6. Visiting area schools to work with their applied ensembles in the state
  - ii. In the Education area, recruitment includes:
    1. Identifying undergraduate students who demonstrate a propensity and talent for music education
    2. Interacting with and recruiting Pre-k-12 public school teachers in the state 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 in the state
- 3. Helping to promote Music Education at Southern Miss
- 4. Recruiting graduate students (which sometimes overlaps with research activities)
- 5. Presenting at state conferences
- iii. In the History and Theory areas, recruitment includes:
  - 1. Identifying students in who have an aptitude for theory and history study
- b. Advising and mentoring
  - i. Pre-enrollment advising of undergraduate students on their course schedules
  - ii. Advising any student on overall degree progress
  - iii. Mentoring a student through an application process (for a school or job)
  - iv. Advising student organizations, professional associations, honorary organizations, and other student organizations related to the discipline
- c. Committee Chair or member (see all committees above)
- d. Coordinating educational and/or recruitment events and/or programs
  - i. 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
  - ii. Audition Days, Orientation days, and/or other significant recruitment events
  - iii. Alumni events
  - iv. Other such events that are not included in the load of a Faculty member

### **Meets Expectations for Service**

1. The Faculty member participated in recruitment and retention initiatives.
2. The Faculty member showed steady effort in the service categories mentioned above.
3. The Faculty member actively pursued diverse service activities.

### **Fails to Meet Expectations for Service**

The Faculty member showed little to no evidence for meeting annual expectations.

### **Exceeds Expectations for Service**

One or more of the below\* in addition to the above (see “Meets Expectations for Service”):

1. The Faculty member created an outreach program that clearly resulted in recruiting.
2. The Faculty member’s service activity engaged at the state, regional, national, or international level.
3. The Faculty member chaired a committee in the school, college, or university.
4. The Faculty member’s breadth, quantity, and quality of service was expansive.

## 1. Annual Evaluation Procedures and Documents

### a. Evaluation Procedure

- i. 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.
- ii. 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.

- iii. **Annual Evaluation Material Submission:** Faculty members will upload all materials that cover the annual evaluation period from June 1 through May 31 of each year. These annual evaluation materials must be uploaded into Digital Measures in the form of the “Annual Evaluation Report” between April 1 and May 1. Any unexpected activity that happens after April 1 can be added up through May 31. Nothing should be added after May 31.
- iv. **FEC Evaluation Process:** The Faculty Evaluation Committee (FEC) will meet shortly after April 1 and begin drafting preliminary evaluations. The Annual Evaluation Report can begin to be uploaded on April 1; the Digital Measures Annual Evaluation Portal will open on that day. We are asking that everyone upload their Annual Evaluation materials as soon as possible beginning April 1. We are also asking that all materials be completely uploaded before May 1. Doing so will give FEC members time to do their evaluations before the end of their contract period, which ends on May 18 (for this academic year). If anyone has anything to add between May 1 and May 31, one can go into Digital Measures and “Recall” one’s materials, make changes, and resubmit. The FEC will review and finalize evaluations during the final two weeks of the nine-month contract period.
- v. **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.
- vi. **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.

- vii. **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.

Procedures for resolving discrepancies in the results of annual evaluations:

1. The first meeting is optional and may include the faculty member, school director, and/ or FEC members. 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(s), and FEC members, if appropriate. Faculty member signature does not signify concurrence with the evaluation, only receipt. - Faculty Handbook 4.5.2
2. The second meeting is between the school director and the faculty member. When a faculty member and the director are unable to agree on appropriate annual objectives, the dean serves as the final arbiter – Faculty Handbook 4.5.2
3. If the communication remains unsatisfactory to the Faculty member, and efforts to resolve issues are unsuccessful at the school level, an appeal process can be initiated pursuant to the grievance procedure outlined in the Faculty Handbook. – Faculty Handbook 4.5.2

#### PART IV: PROMOTION AND TENURE GUIDELINES

##### I. Criteria for Faculty Productivity

###### a. Faculty holding the rank of Full Professor are expected:

- i. To hold a terminal degree in the field or equivalent professional experience/credentials in the discipline.
- ii. To demonstrate excellence in teaching, as demonstrated by a high level of student success, achievement, and recruitment. At the rank of Full 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.
- iii. 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. Full Professors are expected to demonstrate a continued, significant depth and breadth in creative and/or scholarly activity.

- iv. 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. Full Professors are expected to serve on more college- and University-level committees than their Associate or Assistant Professor counterparts.
  - v. To demonstrate cooperative interaction with students and colleagues.
- b. Faculty holding the rank of Associate Professors are expected:
- i. To hold a terminal degree in the field or equivalent professional experience/credentials in the discipline.
  - ii. 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.
  - iii. To show sustained and focused creative and/or scholarly activity, such that it indicates the beginning of a distinguished career. This is paired with a developing reputation in the profession and among peers.
  - iv. 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.
  - v. To demonstrate cooperative interaction with students and colleagues.
- c. Faculty holding the rank of Assistant Professors are expected:
- i. To hold a terminal degree in the field or equivalent professional experience/credentials in the discipline.
  - ii. 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.
  - iii. To show promise of a focused creative and/or scholarly research agenda.
  - iv. 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.
  - v. To demonstrate cooperative interaction with students and colleagues.

- vi. Expectations and Procedures for the Pre-Tenure Review: refer to the Faculty Handbook.

## II. Criteria for Promotion

### **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.

### **Assistant Teaching to Associate Teaching Professor**

The Teaching Track 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.

The expectation for promotion in the Teaching Track 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:

1. peer observations of teaching which note exceptional performance
2. course evaluations which exceed the departmental average
3. supervision evaluations noting exceptional performance
4. letters of support from school colleagues with familiarity with your teaching/supervision
5. videotape evidence of exceptional teaching examples
6. teaching awards received (or nominations)
7. teaching grants received (or submitted)
8. evidence of successful contributions in the area of curriculum development
9. examples of how one has incorporated technology in the classroom in some exceptional way
10. evidence that one has met or exceeded best practices with regards to syllabi
11. evidence of exceptional efforts toward student mentorship
12. evidence of student achievements
13. evidence of innovative pedagogical techniques

### **Associate Teaching Professor to Teaching Professor**

The Teaching Track 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, it is expected that the Faculty member has achieved significant depth and breadth in teaching skills.

The expectation for promotion in the Teaching Track 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:

1. peer observations of teaching which note exceptional performance
2. course evaluations which exceed the departmental average
3. supervision evaluations noting exceptional performance
4. letters of support from school colleagues with familiarity with your teaching/supervision
5. videotape evidence of exceptional teaching examples
6. teaching awards received (or nominations)
7. teaching grants received (or submitted)
8. evidence of successful contributions in the area of curriculum development
9. examples of how one has incorporated technology in the classroom in some exceptional way
10. evidence that one has met or exceeded best practices with regards to syllabi
11. evidence of exceptional efforts toward student mentorship
12. evidence of student achievements
13. evidence of innovative pedagogical techniques

### **Goals for Next Evaluation Period**

Each faculty member will meet with the Director in mid-spring to discuss goals, teaching assignments, and any new resource allocations for the following academic year. This applies to faculty members intending to continue (and can exclude retiring or resigning faculty.) If a consensus is not reached, the faculty member can choose to have arbitration with the Dean of the College of Arts and Sciences.

### **Pre-Tenure Review**

Criteria for pre-tenure review are the same as for tenure but take into account that candidates have not had the full probationary period to develop a record of achievements. The school promotion and tenure committee is to identify areas in which the candidate needs to improve in order to eventually merit tenure and to help the candidate identify strategies. The faculty member's progress should be monitored in subsequent annual reviews.

The School of Music will develop a process more specific to Music at a later time.

### **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.

1. Annual evaluations have shown that the faculty member has met or exceeded expectations.
2. Rank requirements: Satisfies all requirements for appointment to Assistant Professor.

3. 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.
4. Scholarly/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 scholarly/creative activity.
5. Service: Record of dedicated engagement in shared governance and service to the school, college, University, profession, and community.
6. External evaluation: Two (2) external evaluations are required to help Faculty assess the overall professional standing of the candidate. The candidate will select one external evaluator, and tenure and promotion committee will privately select the other.
7. Collegiality: To demonstrate cooperative interaction with students and colleagues.
8. Engagement: To be routinely present and participatory throughout the entire period of their employment contract.
9. Annual Evaluation: There is a close articulation between the above-listed attributes and the criteria for annual evaluation.

## **Tenure**

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.

1. 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, 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. 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 tenure and promotion are closely linked. Criteria and standards for annual evaluation are the same as those required for tenure and promotion. The cumulative measures found in all annual evaluations affect promotion.

2. 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.
3. Procedures
  - a. By April 15<sup>th</sup> of each spring 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.
  - b. The applicants must upload their dossier to Digital Measures by the specified deadline. Dossiers will be due no later than two weeks prior to the scheduled meeting of the Tenure and Promotion 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 Tenure and Promotion Committee via email.
  - c. The Tenure and Promotion 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 full professors shall participate in the process of promotion to full professor.
  - d. By the end of the third week of the following fall semester, the Director shall call a meeting of the Tenure and Promotion Committee. At this meeting the Director will review the tenure and promotion 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 Tenure and Promotion 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.
  - e. The Tenure and Promotion 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.
  - f. The Tenure and Promotion 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 Tenure and Promotion. 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.

- g. A quorum shall consist of a simple majority of the tenured Faculty (or, in the case of votes for promotion to full professor, a simple majority of the full professors). 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.
- h. 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 Tenure and Promotion Committee with the candidate and submit them as part of the dossier to the College. Individual Faculty comments will remain confidential and archived.

### **Promotion to Full Professor**

1. Rank requirements: Satisfies all requirements for appointment to Associate Professor.
2. Teaching: A record of excellence in teaching, as demonstrated by a high level of student success, achievement, and recruitment. At the rank of Full Professor, it is expected that the Faculty member has achieved significant depth and breadth in teaching skills.
3. Scholarly/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. Full Professors are expected to demonstrate a continued, significant depth and breadth in scholarly/creative activity.
4. 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.
5. External evaluation: Four (4) external evaluations are required to help Faculty assess the overall professional standing of the candidate. The candidate will select two external evaluators, and the tenure and promotion committee will privately select another two.
6. Collegiality: To demonstrate cooperative interaction with students and colleagues.
7. Engagement: To be routinely present and participatory throughout the entire period of their employment contract.
8. Annual Evaluation: There is a close articulation between the above-listed attributes and the criteria for annual evaluation.

### **Post-tenure Review (PTR)**

Provided there are no substantially mitigating circumstances (e.g., serious illness), PTR is initiated when, in the annual review process, faculty do not meet expectations in any one category for four consecutive years or in two or more categories for two consecutive years.

School of Music Faculty currently should follow the post-tenure review process outlined in the Faculty Handbook; nonetheless, members of the School will develop a process more specific to Music at a later time.

## PART V: STATEMENT REGARDING SHARED GOVERNANCE

- I. 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.
  
- II. 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.