

Standards and Criteria for Retention, Tenure and Promotion Humboldt State University

Department of Music

Date Submitted: 4/28/2021

The tenured and probationary faculty members of the Department of Music approved the following criteria and standards as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook. We also take this opportunity to reaffirm that the "terminal degree" for tenure-track faculty in the Department of Music is an earned doctorate in music from a recognized national or international institution (PhD, DMA, DM, OM, EdD).

All tenure-track members of the Music faculty (unless they are on an approved, extended leave such as a sabbatical) should write collegial letters that include descriptions of, reflections on, and evaluations of their observations of the Music faculty candidate, as well as an evaluation of the value and significance of the candidate's work in the areas of Scholarship/Creative Activities and Service.

University Criteria for Retention, Tenure, and Promotion

The Department of Music faculty refers to the Areas of Performance for RTP as outlined in Appendix J of the Faculty Handbook. A brief summary of the most salient points of Appendix J follows. Faculty are expected to consult Appendix J for full information.

RTP Candidates are evaluated in the areas of teaching effectiveness, scholarly/creative activities, and service. A record of teaching excellence, combined with an "Acceptable" level of performance Scholarship/Creative Activities and Service will be accepted as a strong justification for RTP.

A candidate may balance "Excellent" achievement in one of the two non-teaching areas with at least a "Minimum Essential" level in the other, or may balance "Good" achievement with at least "Good," in accordance with department/unit RTP criteria and standards as shown in the chart below.

<i>Scholarly/Creative Activities</i>	<i>Service</i>	<i>Outcome</i>
<i>Good</i>	<i>Good</i>	<i>Acceptable</i>
<i>Excellent</i>	<i>Good</i>	<i>Acceptable</i>
<i>Excellent</i>	<i>Minimum Essential</i>	<i>Acceptable</i>
<i>Good</i>	<i>Excellent</i>	<i>Acceptable</i>
<i>Excellent</i>	<i>Excellent</i>	<i>Acceptable</i>
<i>Minimum Essential</i>	<i>Excellent</i>	<i>Acceptable</i>
<i>Good</i>	<i>Minimum Essential</i>	<i>Unacceptable</i>
<i>Minimum Essential</i>	<i>Good</i>	<i>Unacceptable</i>
<i>Minimum Essential</i>	<i>Minimum Essential</i>	

Any file not meeting the standards of “Minimum Essential” will be evaluated as “Unacceptable.”

Candidates should demonstrate their active participation and the value and significance of their activities in their Personnel Data Sheet (PDS) and via letters from colleagues. Candidates may decide whether certain activities constitute “teacher,” “scholarly/creative activities” or “service achievements and make the case accordingly, providing appropriate evidence in their Working Personnel Action File (WPAF).

It is the responsibility of the IUPC to coordinate the solicitation of evaluative letters from outside the university, as well as to ascertain that the department colleagues regularly observe and write evaluative letters for inclusion in the candidate’s WPAF. The candidate is encouraged to recommend external reviewers to the IUPC.

I. TEACHING EFFECTIVENESS

A. Examples of Teaching Activities to be Assessed for Determination of Teaching Excellence

Activities to be assessed in the evaluation of teaching effectiveness may include, but are not limited to, the following:

1. Direct Instruction: This may include teaching, conducting, directing, and/or coaching students in courses (including performance ensembles and one-on-one studio instruction), supervising and/or producing studio recitals and/or student recitals, supervising student-teachers and/or

student-assistants, and live-performances by student ensembles (including outreach performances, field trips, and tours). The department recommends that workshops, clinics, master-classes, presentations, seminars, training sessions, and/or recording sessions should generally be listed in Service or Scholarship. However, we recognize that aspects of these activities are often included as part of regular classroom experiences, and thus may be commented upon in the Teaching section of the PDS. The same activity should not be listed in more than one section, but may be referred to from another section, as necessary.

2. Academic Advising: This may include meeting with students; developing and maintaining a high level of currency with academic requirements, changes, policies, and the functionality of DARS and related tools; assisting students in planning for opportunities such as summer workshops, competitions, graduate school, internships, employment, etc.; directing students to campus resources; and supporting all students as needed.
3. Development of Teaching Materials and Curriculum: This may include developing teaching materials such as appropriate outlines, study-guides, instructional manuals, discographies, recording compilations, video compilations, musical arrangements, software programs, multimedia content, or other content used in the classroom; developing and/or revising curriculum outcomes and assessment methodology; and/or contributing to the achievement of departmental curriculum goals.
4. Professional Development Activities in Teaching: This may include: reviewing literature and research in teaching subject areas; planning and/or participating in professional development activities; developing and improving teaching and assessment methods; attending conferences and/or seminars appropriate to teaching subject areas; and/or conducting research related to teaching.

B. Materials to be Considered in the Evaluation

The Evaluation of Teaching Effectiveness may be based on the following:

- Collegial evaluation of classroom teaching. As per Appendix J, the effectiveness, relevance, and value of a candidate's accomplishments and activities in each performance area shall be determined primarily on the basis of written statements from colleagues within the university and, where appropriate, from peers outside the university.
- Collegial evaluation of teaching materials (syllabi, exams, course handouts, homework assignments, Canvas sites, musical arrangements for ensembles, etc.)
- Engagement in appropriate advising responsibilities
- Engagement in activities to eliminate or reduce achievement gaps in the candidate's courses
- Engagement in activities to eliminate or reduce of high D/F/W rates in the candidate's courses
- Student evaluations of teaching
- Development of new curricula

- Development and implementation of innovative teaching approaches that foster student learning
- Participation in outside-classroom activities with students, such as outreach performances, field trips, and tours
- Development of opportunities to perform, present, record, and/or publish student work
- Student awards for performances, presentations, recordings, publications, etc.
- Evaluative letters from students
- The candidate's statement of teaching philosophy and reflection on student evaluations

C. Departmental Standards of "Excellence" in Teaching Effectiveness

To achieve our departmental standard of "excellence" in teaching effectiveness, RTP candidates should:

- Make use of up-to-date and appropriate materials and methods for courses taught.
- Create inclusive learning environments in courses by doing some or all of the following, where appropriate:
 - Providing a variety of ways in which students can demonstrate mastery of course material.
 - Exposing students to a diverse ensemble of scholars
 - Integrating diverse examples/voices into curriculum
 - Developing/implementing inclusive pedagogies
 - Providing space for students to share their identities and common experiences
 - Building inclusive community/cohorts
 - Incorporating indigenous peoples and knowledge in curriculum
 - Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and outside the classroom
- Prepare syllabi that conform to the HSU syllabus policy with clearly presented Institutional Learning Outcomes, Program Learning Outcomes, Student Learning Outcomes, and including clearly presented course objectives, policies and grading practices, standards and criteria.
- Utilize course design, materials, and practices that indicate responsible fulfillment of classroom duties and currency in the field, and that enable students to achieve course goals and outcomes.
- Provide advising to assigned advisees with the goals of success in the major, preparation for work or graduate school, and timely graduation.
- Participate in appropriate professional-development activities designed to enhance the candidates' teaching and advising effectiveness, as recommended/approved in the candidate's Professional Development Plan.
- Participate in departmental efforts to assess and improve courses.
- Utilize teaching practices and dispositions as outlined below in the Essential Evidence of Excellence in Inclusive Teaching.
- Demonstrate understanding of equity/achievement gaps and actively work to address

them in their courses.

- Demonstrate knowledge of and command of appropriate levels of technology for courses taught.
- Demonstrate a pattern of being available to students for a predictable number of hours per week via office hours and e-mail, etc.
- Demonstrate evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process and holistic student welfare.
- Demonstrate consistent efforts to improve and adapt teaching to enhance student learning. This could include developing/implementing new/innovative courses and/or course approaches and/or original content and/or use of active or other applicable learning strategies.
- Effectively supervise students in applied projects such as performances, compositions, audition/competition preparation, and degree recitals.
- Engage in ongoing mentoring of students above required advising duties.
- Mentor and/or assist other faculty in their teaching efforts and/or show leadership in departmental teaching/advising efforts and goals.
- Achieve a pattern of favorable comments and student ratings averaging at or above 4.0 on the student-evaluation survey instrument. In the event of a pattern of unfavorable comments and/or a pattern of average scores below 4.0, the candidate is expected to provide an explanation regarding these scores and/or a plan for future changes in the Teaching Philosophy of the PDS

In all cases, as part of the PDS, faculty are expected to provide critical reflection on their courses and student (and faculty, where available) evaluations of their teaching.

Essential Evidence of Excellence in Inclusive Teaching Includes:

1. Teaching Effectiveness: Instructor allows students time to process and answer questions, listens to student comments and questions using supporting/reflective listening skills, and elicits responses requiring reasoning.
2. Reflective Practice and Continual Refinement: Instructor is reflective of their own characteristics, positionality, and power and the effects of these factors on student learning.
3. Multilogical Thinking: Instructor endeavors to provide more than one perspective, identifies strengths and limitations of perspectives presented, and to engage students in reflective critiques of disciplinary perspectives.
4. Equity: Instructor designs the course to elicit funds of knowledge or prior knowledge from students in relation to the subject, provides support in response to student performance, takes steps to remedy the situation when students express confusion, and facilitates intercultural communication.
5. Inclusive Learning Environment: Instructor ensures that all students feel safe and welcomed and have an equal opportunity to learn; students report that the classroom environment was respectful of diversity; instructor responds constructively to changes in student attentiveness; students report that they feel welcomed in class and office hours.

II. SCHOLARLY/CREATIVE ACTIVITIES

A. Departmental Criteria for Scholarly/Creative Activity for RTP

Scholarly and Creative Activities represent efforts and tangible achievements whereby the faculty member establishes a professional record through contributions made to the discipline. The Department of Music faculty recognizes that Scholarly and Creative Activities can be represented by a wide variety of professional expression appropriate and acceptable in the discipline of music. The Department of Music faculty is comprised of musicians who are performers, conductors, composers, music educators, music historians, and music theorists. Scholarship and Creative Activities often differ greatly among faculty members depending upon their interests and areas of expertise.

The Department of Music has no expectation that an RTP candidate will have contributions in all of the dimensions of scholarship described in this document. The Department of Music also acknowledges that this document cannot be an exhaustive listing of all possibilities for Scholarly and Creative Activities in the discipline of music. We recognize that some faculty members may pursue appropriate Scholarly and Creative Activities that do not conform to the dimensions of scholarship outlined in this document. In these cases, we invite faculty candidates for RTP to explain and justify those additional activities within their PDS and to consult with the IUPC and the Dean when questions arise. Candidates for RTP are reminded that the highest priority in RTP deliberations is quality of teaching, and they are encouraged to reflect in their RTP file upon how their Scholarship and Creative Activities serve this central mission, in particular when the work supports the university's mission to further inclusiveness and diversity. Work-in-progress, unpublished manuscripts, scheduled-but-not-completed performances, or similar activity shall weigh less heavily than work completed. Reappointment candidates should describe the title, purpose and/or nature of works-in-progress and briefly describe the present status and estimated date of completion of each item throughout the reappointment stage. Scholarly/Creative Activities

Because faculty members in Music come from a variety of sub-disciplinary backgrounds, the following standards reflect a broad definition of scholarship and creative activities that reflects the range of activities found within the field of music. As guiding principles, we:

- Recognize that scholarship and creative activity may take many forms and employ many different methodologies.
- Embrace the five dimensions of scholarship as proposed by Ernest Boyer in *Scholarship Reconsidered* (discovery, integration, application, teaching, and community engagement) and as outlined in Appendix J, Section IX.B.2.a-e, with the understanding that to be considered for evaluation for tenure/promotion, all forms of scholarship and creative activity must be disseminated and subject to some form of peer review or related evaluation.
- Value work in the academic area of expertise produced for academic and/or non-academic audiences
- Understand that online, digital, and new-media publication of materials (print, audio recordings, and/or video) may equal hard-copy publications in terms of significance and prestige.
- Value collaborative activities on the same level as solitary work, depending upon the candidate's contribution as described in the PDS.

Our recognition of scholarship also includes activities that draw on scholarly expertise but do not result in a

publication, recording, or performance. These activities would include adjudicating, speeches or pre-concert talks, conference presentations, editing or reviewing the scholarly/creative work of others, etc.

We have grouped examples of scholarly and creative activities into Categories 1 and 2 below (expectations for achievement in each category follow the lists). The lists should not, however, be considered exhaustive. Furthermore, we note that Appendix J (IX.B.5) provides that a candidate may submit for evaluation an activity not specifically included under Boyer's five dimensions of scholarship. In such instances, candidates should explain and justify the case for inclusion, and should consult with the IUPC and the dean throughout the probationary period to ensure that the activities in question can be adequately evaluated with reference to the standards of achievement outlined below.

As per Appendix J (VII.A.1.b), it is expected that the IUPC for candidates applying for tenure and/or promotion will invite written evaluations of their scholarship/creative activities from experts in their fields at other institutions for inclusion in their WPAF. Candidates are encouraged to suggest the names of "outside" reviewers to their IUPC, but official requests for evaluation should come from the IUPC and not the candidate. This type of external evaluation is *not* expected of probationary candidates being considered for retention only.

B. Assessment Methodology

Peer Review in the Field of Music

Appendix J states: Collegial/peer review appropriate to the discipline is required and shall be defined in the Department's Criteria and Standards.

Many scholarly Music activities receive the same type of peer review found in other academic fields. For example, publication of an article in a peer-reviewed journal carries the same significance in any field. In addition, there are direct parallels for many of the common musical creative activities; having musical compositions published by a commercial publisher or recordings released by a commercial label provides the same type of peer review as having a book published by a commercial publisher.

For many musical creative activities, however, the peer review comes in very different and non-traditional forms. Peer review of a performance may be documented by written reviews/evaluations from professionally/academically-qualified reviewers who attended the performance and/or newspaper (or other media) reviews of the performance. Finally, developing a reputation as a performer, conductor, or composer is one of the most important forms of peer review in the field of music. Reputation may be demonstrated through invitations to perform with/conduct prestigious ensembles, or to perform on prestigious concert series or at prestigious summer workshops. For composers, reputation is demonstrated through repeated performances of compositions with performances in more prestigious locations further enhancing the composer's reputation. Thus, in many cases, for musicians the *invitation* to perform is the equivalent of peer review, because the invitation is based upon the reputation the musician has developed through past performances.

Candidates are expected to provide evidence of the actual works and activities cited in their RTP files.

For creative activities that are unique to music, evidence for activities listed in Category II could include simple documentation such as concert programs or thank-you letters. Music-specific activities listed in Category I, however, must include peer-reviewed evidence such as reviews; correspondence inviting the musician to perform, conduct, or present; evaluative letters by the candidate's peers and/or other individuals possessing the background to provide substantial critical commentary; performance contracts; and other similar types of documentation. Evidence for a peer-reviewed article would simply be evidence that the journal is peer-reviewed. Candidates are invited to solicit peer review for Creative and Scholarly Activities and include these materials in the file. Collegial review is appropriate for Category II activities.

In cases, where a Scholarly or Creative Activity might reasonably be listed in either Category I or Category II, the candidate is expected to provide documented peer review and explanation of the professional stature of the activity if the activity is listed in Category I. In considering a candidate's file, the Music Department Personnel Committee is expected to confirm or correct the candidate's placement of Scholarly and Creative Activities in Categories I and II.

C. Level of Accomplishment Standards for Scholarly/Creative Activities

Scholarly/Creative Activities will generally fall into one of two categories:

Category I - (Invited/peer-reviewed, substantial, and/or prestigious activities such as but not limited to): (note: "performance" includes performances as a conductor)

- original peer-reviewed/commercially-published scholarly works and/or creative activities, including pedagogical materials
- original peer-reviewed/commercially-published compositions and/or arrangements
- performance of the candidate's original peer-reviewed/commercially-published composition and/or arrangement at prestigious regional, national, and/or international venues (Some examples to define "prestigious": performance by a recognized professional artists and/or ensemble, performance at another university, as part of a major competition, or at a state or national conference, etc.)
- composition and premiere performance of a lengthy work such as a full-length opera, or a symphony
- full-length performance/recital consisting entirely of the candidate's compositions
- invited live performances at prestigious venues as a performer or conductor (for example, an invitation or performance agreement/contract to perform at a university or on a concert series where the other performers in the concert series primarily make their living as performers)
- performance with review published in a major newspaper or other commercial media outlet
- commissioned compositions from major performers or organizations (such as an ensemble that primarily makes its living from performing, or an ensemble at some other university, or the National School Orchestra Association)

- invited presentations at conferences outside the five service counties of the University (Humboldt, Del Norte, Trinity, Lake, and Mendocino),
- invited performance as part of a nationally- or internationally-recognized orchestra, theater company, or other large musical ensemble
- performances of full solo and/or chamber recitals
- performances as concerto/aria soloist
- performances as a lead role in a full-length musical or opera
- full concert-length performance as a conductor off campus
- invited performance as conductor of a prestigious ensemble (including high school honor groups other than those organized by North Coast CMEA).
- invited presentations of musical workshops, clinics, master-classes, and or trainings at prestigious regional, national, and/or international venues (Some examples to define “prestigious”: presenting a master-class at another university, as part of a major competition, or at a state or national conference.)
- performing and/or at a nationally- or internationally-recognized music festival or workshop.
- engaging in activity that results in a documented commercially-released recording
- development of disseminated and reviewed technology-mediated instruction and/or multi- media/mixed-media resources
- receiving an award or honor from professional peers at local, regional or national competitions for a scholarly or creative activity

Category II - (shorter, less substantial and/or prestigious activities such as, but not limited to):

- chamber or solo performances as part of (but not an entire) local recital (Examples, performing as part of a Morris Graves concert, the Faculty Welcome Concert, or the Breast Health Concert)
- performing as a member of a local, off-campus orchestra or ensemble, or as a soloist in a local jazz club or similar informal venue
- performing a supporting/smaller role in a full-length musical or opera
- presenting musical workshops, clinics, and/or master- classes at high schools and/or local venues
- presentations at campus events such as the Campus and Community Dialog on Race, the Teaching Excellence Symposium, or the Social Justice Summit, etc.
- development of technology-mediated instruction and/or multi- media/mixed-media resources that have been distributed to the professional community
- publication of articles, notes, etc. in regional or national professional publications that are not peer-reviewed prior to publication.
- professional-quality (as defined by peer/colleague review) compositions and/or arrangements, distributed for independent public sale/release
- performance of a self-published composition and/or arrangement at a less prestigious location

A. For tenure and promotion to Associate Professor

We present here our Level of Accomplishment Standards for Scholarly/Creative Activities necessary to meet departmental criteria for tenure and promotion to Associate Professor.

Minimum Essential: The standard of evaluation for a "Minimum Essential" level of performance for a candidate for tenure/Associate Professor requires completion of at least **one activity from Category I** prior to applying for tenure/promotion. In addition, the candidate must complete an average of at least **one activity** (from either category) per year of the review period. If all of the additional activities are performances, they must reflect performances of at least one unique composition per year of the review period.

Good: The standard of evaluation for a "Good" level of performance requires completion of at least **two activities from Category I** prior to applying for tenure/promotion. In addition, the candidate must complete an average of at least **two activities** (from either category) per year of the review period.

Excellent: The standard of evaluation for an "Excellent" level of performance requires completion of at least **four activities from Category I**, including at least one activity outside the five service counties of the University (Humboldt, Del Norte, Trinity, Lake, and Mendocino), prior to applying for tenure/promotion. In addition, the candidate must complete an average of at least **three activities** (from either category) per year of the review period.

B. For promotion to Professor

We present here our Level of Accomplishment Standards for Scholarly/Creative Activities necessary to meet departmental criteria for promotion to Professor.

Minimum Essential: The standard of evaluation for a "Minimum Essential" level of performance for a candidate for Professor requires completion of at least **two activities from Category I** during the period under review, or the latest five years, whichever is shorter. In addition, the candidate must complete an average of at least **two activities** (from either category) per year of the review period.

Good: The standard of evaluation for a "Good" level of performance requires completion of at least **four activities from Category I** during the period under review, or the latest five years, whichever is shorter. In addition, the candidate must complete an average of at least **three activities** (from either category) per year of the review period.

Excellent: The standard of evaluation for an "Excellent" level of performance requires completion of an average of at least **six activities from Category I**, including at least one activity performed outside Humboldt and/or Del Norte county, during the period under review, or the latest five years, whichever is

shorter. In addition, the candidate must complete an average of at least **four activities** (from either category) per year of the review period

III. SERVICE

A. Service Activities Appropriate for RTP

Candidates will demonstrate service to the University, profession, and community through activities such as but not limited to:

- participation on department/school, college and university committees
- participation on committees and programs to close opportunity and equity gaps
- leadership in professional music or education organizations
- participation or leadership in professional organizations whose goal is to increase the representation of minoritized students or faculty in music
- mentoring colleagues.
- leadership (name-reading, marshalling, etc.) in traditional academic functions such as convocation and commencement, student outreach activities, etc.
- participation in group projects directed toward accomplishing department/school, college and university goals such as outcomes assessment development and implementation, strategic planning, accreditation activities, etc.
- contributions to the community-at-large, such as organizational leadership and presentations, as well as other relevant participation in groups serving the public interest. Community service contributions which relate directly to one's discipline or position will be given greater weight. Those activities that bring recognition to the university and aid faculty in their professional growth are of particular importance.
- teaching in the community or in summer programs
- organizing master-classes and guest lecturers
- taking student ensembles on tours
- collaborations with local school music programs and teachers
- recruitment activities, student outreach activities, etc.
- adjudication (judging) of music festivals and/or competitions (note: in cases where the adjudication is followed by clinics or master-classes, the adjudication is service, while the clinic/master-class is scholarship.)
- symposium and/or panel coordination and/or production for a recognized professional organization at the local, regional, national, and/or international level.
- serving as an advisor to student organizations/clubs on campus
- advising of more than 30 students. (Advising of fewer than 30 students is addressed in the Teaching section of the PDF.)
- advising of Music Minors.
- supervising and mentoring students: This may include career mentoring of students, providing

extra support to minoritized students, and/or providing additional observation, evaluation and/or support outside of the normal classroom environment.

B. Assessment Methodology

RTP candidates should categorize, list and describe all levels and types of service activities. Candidates should include a statement regarding the significance of each "service activity" and their contribution to it, which may include but is not limited to: time commitment, role(s), and significance of their contribution at the university, local, regional, national and/or international level. In addition, the IUPC shall provide evaluation of the candidate's service activities

Activities and Level of Accomplishment Standards for Service Activity

1. We present here a list of Activities and Level of Accomplishment Standards for Service Activity necessary to meet departmental criteria for tenure and promotion to **Associate Professor** for:

Minimum Essential: The Department of Music believes that the "Minimum Essential" level of performance for a candidate for tenure and promotion must include an average of at least **65 annual* hours** of service work that includes:

- full participation in department governance activities when in residence,
- an average of at least 6 hours of work that is not Music Department governance (These hours could include department-related work outside the standard department committees. For example, recruiting work or work bringing in guest artists would count in this category.)
- no more than 5 hours of non-musical community service counting towards this total during any year of the review period.

Good: The Department of Music believes that the "Good" level of performance for a candidate for tenure and promotion must include an average of at least **85 annual* hours** of service work that includes:

- full participation in departmental governance activities when in residence ,
- an average of at least 9 hours HSU committee work outside the Music Department each year in residence during the review period
- no more than 5 hours of non-musical community service counting towards this total during any year of the review period.

Excellent: We believe "Excellent" level of performance for a candidate for tenure and promotion must include an average of at least **105 annual* hours** of service work that includes:

- full participation in departmental governance activities when in residence ,
- an average of at least 12 hours HSU committee work outside the Music Department for each

year in residence during the review period

- no more than 5 hours of non-musical community service counting towards this total during any year of the review period.

*Note that faculty are not required to participate in service activities when on an approved leave or during the summer or other times not within the official academic work year. However, faculty who do choose to engage in service activities at such times, may include them in their annual service hours.

2. We present here a list of Activities and Level of Accomplishment Standards for Service Activity necessary to meet departmental criteria for promotion to “**Full**” **Professor**.

Minimum Essential: The Department of Music believes that the "Minimum Essential" level of performance for a candidate for “Full” Professor must include an average of at least **80 annual* hours** of service work that includes:

- full participation in department governance activities when in residence,
- at least two years of service on an HSU/CAHSS committee(s)/task force(s), etc. that requires no fewer than 12 hours of time spent each year
- no more than 5 hours of non-musical community service counting towards this total during any year of the review period.

Good: The Department of Music believes that the "Good" level of performance for a candidate for Full Professor must include an average of at least **110 annual* hours** of service work that includes:

- full participation in departmental governance activities when in residence,
- at least three years of service on an HSU/CAHSS committee(s)/task force(s), etc. that requires no fewer than 15 hours of time spent each year
- no more than 10 hours of non-musical community service counting towards this total during any year of the review period.

Excellent: We believe "Excellent" level of performance for a candidate for Full Professor must include an average of at least **140 annual* hours** of service work that includes:

- full participation in departmental governance activities when in residence,
- at least four years of service on an HSU/CAHSS committee(s)/task force(s), etc. that requires no fewer than 20 hours of time spent each year
- no more than 15 hours of non-musical community service counting towards this total during any year of the review period.

*Note that faculty are not required to participate in service activities during the summer or other times

not within the official academic work year. However, faculty who do choose to engage in service activities at such times, may include them in their annual service hours.

In instances where faculty are given assigned time for Service work, the expected number of hours will increase by 30 for each WTU of assigned time during each semester that the candidate has assigned time.. For example, 1 WTU of assigned time in one semester of the year would result in the expected hours for tenure and promotion to Associate Professor becoming 95 for Minimum Essential, 115 for Good, and 135 for Excellent during the semester that the candidate has assigned time. A year-long assignment of 3 WTUs would increase the expected hours to 245 for Minimum Essential, 265 for Good, and 285 for Excellent during the year that the candidate has assigned time. These additional hours will not be included in the calculation of the average number of hours of annual service work. In preparing the PDS, candidates shall indicate work that is associated with assigned time, and calculate total hours for the year with and without the assigned time.

II. Music Department Personnel Committee Interpretation: The Music Department Personnel Committee is expected to provide interpretation of the Candidate's file in their evaluative letter. For example, the committee might comment about course evaluation scores if the professor is teaching a course that consistently receives low scores (no matter who teaches it). The IUPC is also encouraged to provide interpretation that will aid non-musicians in understanding the peer-review equivalents typically found in the Scholarship and Creative Activities section of the RTP file.

III. Exceptional Situations

The Music Department acknowledges that exceptional situations may arise in which the specific criteria and rankings delineated above for ancillary activities may not provide an appropriate rubric for promotion and/or tenure. For example, such situations may arise when faculty are specifically hired to conduct activities in addition to instruction, such as program development.

Accordingly, the specific requirements for scholarly and service activities may be modified on a case-by-case basis, in consultation with the Dean, so long as faculty have met the primary requirement of demonstrating excellence and effectiveness in their teaching assignments. Any such modifications should be documented in the WPAF.

Approval:

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